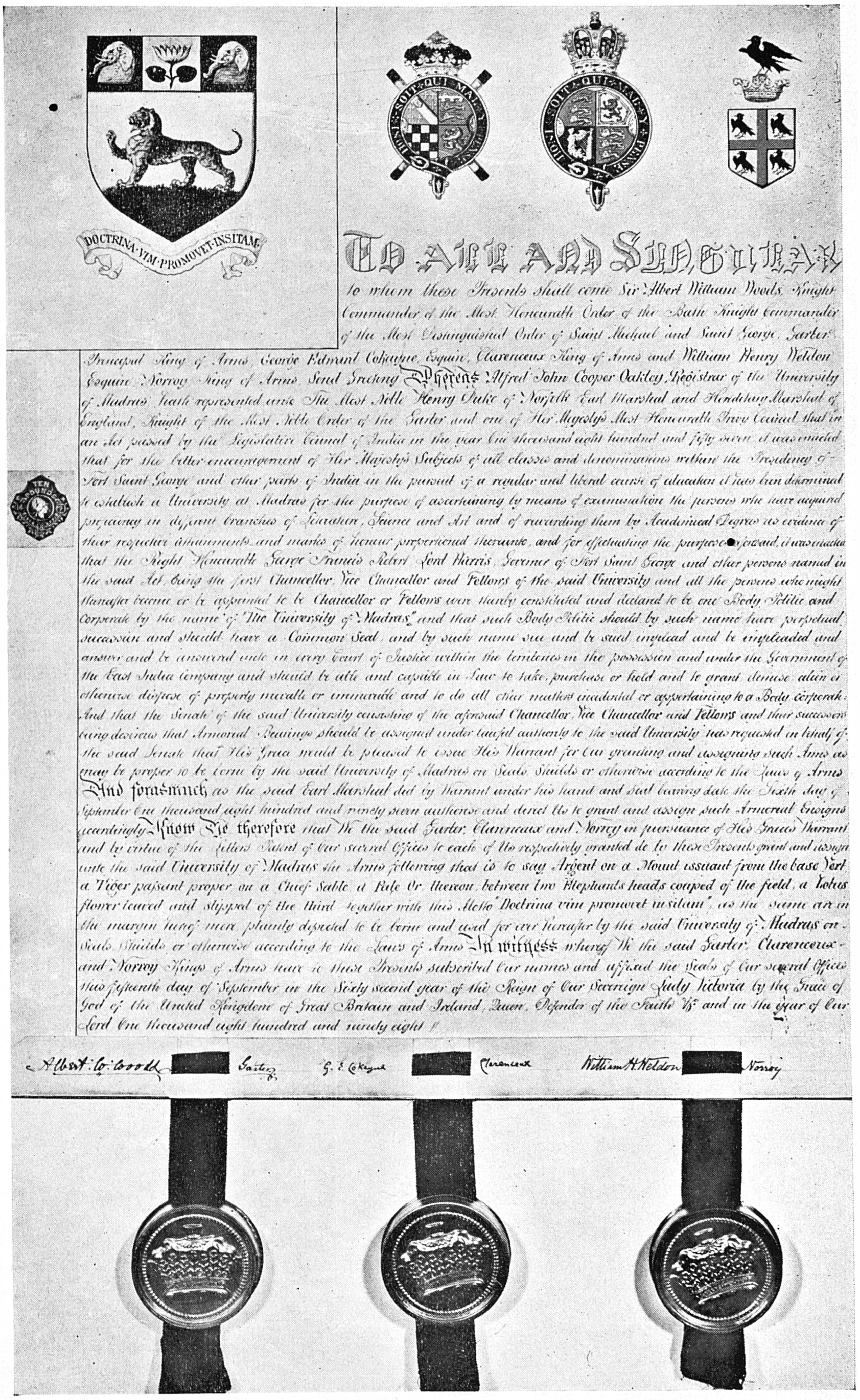
UNIVERSITY OF MADRAS

1857—1957


DOCTRINA·VIM·PROMOVET·INSITAM

To All and Singular to whom these Presents shall come Sir Albert William Woods, Knight Commander of the Most Honourable Order of the Bath Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Garter Principal King of Arms, George Edward Cokayne, Esquire, Clarenceux King of Arms and William Henry Weldon Esquire Norroy King of Arms Send Greeting Whereas Alfred John Cooper Oakley, Registrar of the University of Madras hath represented unto The Most Noble Henry Duke of Norfolk Earl Marshal and Hereditary Marshal of England, Knight of the Most Noble Order of the Garter and one of Her Majesty's Most Honourable Privy Council that in an Act passed by the Legislative Council of India in the year One thousand eight hundred and fifty seven it was enacted that for the better encouragement of Her Majesty's Subjects of all classes and denominations within the Presidency of Fort Saint George and other parts of India in the pursuit of a regular and liberal course of education it has been determined to establish a University at Madras for the purpose of ascertaining by means of examination the persons who have acquired proficiency in different branches of Literature, Science and Art and of rewarding them by Academical Degrees as evidence of their respective attainments and marks of honour proportioned thereunto, and for effectuating the purposes aforesaid it was enacted that the Right Honourable George Francis Robert Lord Harris, Governor of Fort Saint George and other persons named in the said Act being the first Chancellor, Vice Chancellor and Fellows of the said University and all the persons who might thereafter become or be appointed to be Chancellor or Fellows were thereby constituted and declared to be one Body Politic and Corporate by the name of "The University of Madras" and that such Body Politic should by such name have perpetual succession and should have a Common Seal and by such name sue and be sued implead and be impleaded and answer and be answered unto in every Court of Justice within the territories in the possession and under the Government of the East India Company and should be able and capable in Law to take, purchase or hold and to grant demise alien or otherwise dispose of property movable or immovable and to do all other matters incidental or appertaining to a Body corporate. And that the Senate of the said University consisting of the aforesaid Chancellor, Vice Chancellor and Fellows and their successors being desirous that Armorial Bearings should be assigned under lawful authority to the said University has requested on behalf of the said Senate that His Grace would be pleased to issue His Warrant for Our granting and assigning such Arms as may be proper to be borne by the said University of Madras on Seals Shields or otherwise according to the Laws of Arms And forasmuch as the said Earl Marshal did by Warrant under his hand and Seal bearing date the Sixth day of September One thousand eight hundred and ninety seven authorise and direct Us to grant and assign such Armorial Ensigns accordingly Know Ye therefore that We the said Garter, Clarenceux and Norroy in pursuance of His Grace's Warrant and by virtue of the Letters Patent of Our several Offices to each of Us respectively granted do by these Presents grant and assign unto the said University of Madras the Arms following that is to say Argent on a Mount issuant from the base Vert a Tiger passant proper on a Chief Sable a Pale Or thereon between two Elephants heads couped of the field a Lotus flower leaved and slipped of the third together with this Motto "Doctrina vim promovet insitam" as the same are in the margin hereof more plainly depicted to be borne and used for ever hereafter by the said University of Madras on Seals Shields or otherwise according to the Laws of Arms In witness whereof We the said Garter, Clarenceux and Norroy Kings of Arms have to these Presents subscribed Our names and affixed the Seals of Our several Offices this fifteenth day of September in the Sixty second year of the Reign of Our Sovereign Lady Victoria by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith &c. and in the year of Our Lord One thousand eight hundred and ninety eight.

Albert W. Woods Garter G. E. Cokayne Clarenceux William H. Weldon Norroy

The University Charter of 1857

HISTORY OF HIGHER EDUCATION IN SOUTH INDIA

VOL. I

UNIVERSITY OF MADRAS

1857—1957

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PREFACE

THE celebration of the Centenary of the University of Madras affords a good opportunity for presenting an account of the growth of the Madras University and its contribution to the development of Higher Education in South India during the last one hundred years. Volume I gives the history of the University of Madras from its foundation to the present day and Volume II covers the history of the several institutions under the jurisdiction of the University.

The preparation of this work was undertaken by a Publication Committee, appointed by the Syndicate of the University of Madras, with Sri K. Balasubrahmania Aiyar, B.A., B.L., M.L.C., as the Convener of the Committee. The collection of the materials as well as the actual writing of the History was entrusted to Dr. K. K. Pillay, M.A., D.Litt., D.Phil. (Oxon). Professor of Indian History and Archæology, University of Madras. The Curator, Madras Record Office, the Principals of institutions affiliated to the University, the Heads of the Departments of the University, Dr. K. K. Pillay's colleagues in the Department of Indian History and Archæology, the Registrar, the Librarian, the Assistant Librarian and the Administrative staff of the University have all helped him in this work.

It is with great pleasure that this history is presented to the public on this occasion. It is hoped that the *alumni* of the University will be interested in the publication of the history of their *Alma Mater* from the beginning to the present day.

UNIVERSITY BUILDINGS,
MADRAS,
16th January, 1957.

Vice-Chancellor.

DESCRIPTION OF THE COAT OF ARMS

"Argent on a Mount issuant from the base Vert a Tiger passant proper, on a Chief Sable, a Pale Or, thereon, between two Elephants heads couped of the field, a Lotus flower leaved and slipped of the third, together with this motto 'Doctrina Vim Promovet Insitam'".

Accordingly in the margin of the Grant the Arms are shown with the following tints :—

'the base Vert'	—	a light green
Tiger	—	yellow on white ground
Elephants	—	grey on black ground
Lotus	—	white flower, olive green leaves, on gold ground
Motto Scroll	—	edger red, black lettering

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" தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக்
கற்றனைத் தூறும் அறிவு ".

—திருக்குறள்.

The spring in the sand wells up in
proportion to the depth that is dug ;
the wisdom of man wells up in
proportion to the depth of his learning.

—(TIRUKKURAL)

CHAPTER 1

Preparation for a Policy

" *Education is no exotic in India. There is no country where the love of learning had so early an origin or has exercised so lasting and powerful an influence* ".

F. W. THOMAS[1]

Early Traditions :

India has always fostered learning. Her kings patronised poets and scholars on the one hand and founded educational institutions on the other. The Universities of Takshasila, Nalanda, Valabhi and Vikramasila, to mention but a few, were highly reputed seats of learning which owed their origin and patronage to royal munificence. In South India, the illustrious Tamil Sangam was an academy of literary celebrities. The Third Sangam flourished at Madurai about the opening centuries of the Christian Era, while the two earlier Sangams are believed to have existed much farther south. The tradition that the *imprimatur* of the Sangam was needed for any poetic composition to be considered meritorious, shows at once the great reputation which the Academy enjoyed and the high standard of poetic excellence kept in view. So high was the esteem attained by the Sangam that the Pandyan king, Nedunjeliyan of Talayalanganam fame, valued nothing more than the honour of being sung by the Sangam poets of Madurai.

Like Madurai, Kanchipuram was an enlightened metropolis of academic pursuits. The ' Ghatika ' of Kanchi was a glorious institution where scholars and students perpetually strove after knowledge. It had acquired such a great fame that Mayurasarman, the founder of the Kadamba kingdom of Vanavasi, had to come ' begging for knowledge ' to Kanchipuram, where he aspired to complete his higher studies. Kanchi was a cultural centre of the Buddhists and Jains no less than of the Hindus. Eminent scholars like Dignaga, Dharmapala, and Bodhidharma, Aravana Adigal, the preceptor of Manimekalai and Vatsyayana, the author of " Nyaya Bhashya ", have adorned this celebrated seat of learning. It is significant that Dharmapala of Kanchipuram became subsequently the head, the ' Vice-Chancellor ', of the illustrious Nalanda University.

[1] F. W. Thomas : ' The History and Prospects of British Education in India ', p.1.

These inspiring cultural traditions of South India were further developed by the temples and mathas during mediaeval times. They encouraged advanced learning and discussion among adults as well as the education of younger pupils. Sacred places like Tirumukkudal (Chingleput District), Ennayiram (South Arcot District), Tribhuvani near Pondicherry, and Tiruvotriyur near Madras, maintained educational institutions of a high order. It is remarkable that an inscription of A.D. 1067 speaks of a college of learning at Tirumukkudal as well as a hostel and a hospital attached to it. A wide variety of subjects was taught at these places, including the Vedas, Epics, and Puranas, as well as the Dharma Sastras, Grammar, Rhetoric, Logic, Astrology, Astronomy, Medicine and other special sciences. The ' Gurukula ', which flourished in different parts of the country, was a unique type of residential college, where the teacher imparted knowledge to the pupils, both by precept and by example. Moreover, the South Indian inscriptions speak of several ' Salais ' like Kandalur Salai and Rajarajapperum Salai, which provided education as well as boarding for groups of pupils.

Great as these seats of learning were, they could not serve the needs of rapidly changing conditions of recent times. Modern knowledge, with its scientific approach and its ever-widening range, is as much needed as knowledge of the traditional pattern. Besides, it is widely recognised that in this age of democracy, education is not the privilege of the cloistered few but the birthright of the vast multitude. Naturally, in the past, higher learning among Indians, as among all ancient peoples, was confined largely to the higher classes ; the common folk had few chances of acquiring it. The credit of having paved the way for the popularisation of education goes to the Directors of the English East India Company and to the leaders of British public life of the early 19th century. Whether unmixed altruism actuated them in their efforts or not, it is undeniable that they laid the foundations of a broad-based system of education.

Initial efforts of the British :

The East India Company as a commercial institution had no direct concern with education. Nevertheless in course of time they began to evince an interest in the spread of education in their Indian settlements. As early as 1678, ' Ralph Ord, the School Master, is found mentioned as one of the Company's employees in Madras, working on an annual remuneration of £50/- which was equivalent to the salary of the Junior Member of the Council. When the Corporation of Madras was established in 1687, the Court of Directors insisted that the new Corporation should maintain at least one free school for ' teaching the English tongue to gentoos or Moors or other Indian children '. But as this advice was not acted upon,

the attention of the Corporation was repeatedly drawn to it by the Governors of Madras as well as by the Court of Directors. In 1717 a school was established by the Company at Cuddalore, and this became in all probability the first Government School in the Presidency.

It is important to observe that Christian Missionaries rendered valuable service in the cause of education. The contribution of Missionaries to the educational development of the people has been nowhere so great in India as in the South. In a Despatch of 1659, the Court of Directors had declared their earnest desire to propagate the Gospel by all possible means. A ' missionary clause ' was embodied in the Charter of 1698. In addition to their evangelical efforts, the Missionaries laboured hard at promoting education. In 1711, the Society for Promoting Christian Knowledge (S.P.C.K.) offered to maintain one or more charity schools at Madras through the agency of the Danish missionaries at Tranquebar. The missionaries arrived in 1717 and in the same year they were given permission to erect two charity schools in the city of Madras. Towards the end of the eighteenth century the zealous efforts of Rev. Swartz in establishing schools for teaching English at Tanjavur, Ramanathapuram, and Sivaganga, produced remarkable results.[1] In 1784, the S.P.C.K. established a school for the education of Anglo-Indian children in Madras which developed into the Vepery Grammar School. This school was enlarged from time to time, and it functioned as the chief educational agency in Madras till the establishment of the Free Church Mission. In 1837, John Anderson of the Church of Scotland started in Madras the General Assembly's School, which imparted instruction of a high order in English. He established schools at Chingleput and Kanchipuram as well, and doubtless he deserves to be considered as one of the pioneers of higher education in South India.[2] The increasing measure of success achieved by Missionaries in the field of South Indian education was taken note of by the Company's authorities in the development of their educational policy. " In Madras, where little has yet been done by Government to promote the education of the mass of the people ", wrote the Directors in 1854, " we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamil population than in any other part of India ".[3] In fact the number of schools maintained by the Missionaries in South India considerably exceeded the aggregate of those in all other Presidencies put together.

With the expansion of British power, the Company began to evince an active interest in education. They set forth enthusiastically to establish

[1] Kaye : Christianity in India, pp. 82-3.

[2] Report on the Results of Educational Census of Madras 1871, pp. 72-3.

[3] Despatch from the Court of Directors of the East India Company to the Governor of India-in-Council No. 49, dated the 19th July, 1854.

common schools with a view to reducing the illiteracy of the masses, but after a time recoiled when they realised the magnitude of the task.

However, they devoted considerable attention to the promotion of English education, for they realised the importance of the dissemination of knowledge in sciences and literature. About 1810 an evangelical group in England led by Wilberforce began to urge upon the authorities the supreme need of promoting education in India. Lord Minto, the Governor-General of India, endorsed their views. " It is to be apprehended ", wrote Lord Minto in a Despatch to the Court of Directors in 1811, " that unless Government interpose with a fostering hand, the revival of letters may shortly become hopeless from a want of books or of persons capable of explaining them ".[1]

The Act of 1813 :

The East India Company's Charter Act of 1813 marked an advance in the encouragement of education, although it did not yet formulate a systematic policy. The Act included a provision (Section 43) that a sum of not less than one lakh of rupees should be set apart each year for ' the revival and improvement of literature and encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India ".[2] This clause is significant not for what it immediately achieved but for what it signified ; it is justly famous as containing the first legislative acknowledgement in India of the claim of education to a share in the public revenues. For a while, however, this allotment was not spent. In 1823 a Committee of Public Instruction was appointed to distribute it among cultural projects. At first the entire amount was spent on the promotion of oriental studies. Besides making this allotment of money, the Act contemplated the establishment of schools and of other institutions for the development of education, but little was done immediately.

The Government of Madras, not satisfied with the books published by the missionary bodies, established a " School Book Society " in 1819 with a view to providing books of a secular nature different from those published by the missionary organisations. Under Sir Thomas Munro's Governorship (1820–27) it is noteworthy that out of the annual budget of Rs. 4,000 a sum of Rs. 700 was allotted to the Madras School Book Society.

Sir Thomas Munro's ideal :

In fact, the earliest British administrator of South India who had a clear vision of the educational needs of the country was Sir Thomas Munro.

[1] Minute of Lord Minto dated the 6th March, 1811—Selections from Madras Educational Records by H. Sharp, part I, p. 19.

[2] A. B. Keith : Speeches and Documents : 53, Geo. III, c. 155.

Prior to his appointment as Governor of Madras he had served in Baramahal (Salem), Canara, and the Ceded Districts of Cuddapah, Kurnool, Bellary, and Anantapur, and therefore he had obtained an intimate knowledge of the people and their intellectual equipment. Far-sighted and liberal in his outlook, Sir Thomas Munro came to the wise conclusion that the benefits of higher education were by all means to be made available, at least to the more affluent sections of the community. In a carefully prepared Despatch to the Court of Directors, Sir Thomas Munro pointed out that the expenses incurred by the Government on education " would be amply repaid by the improvement of the country, for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them and by the growing prosperity of the people ".[1] It is interesting to observe that the Court of Directors appreciated Munro's standpoint and warmly endorsed his suggestions. They believed that by providing higher education for the advanced sections of the community a general widening of the outlook could be expected. " The improvements in education ", they observed, " which most effectually contribute to elevate the moral and intellectual condition of a people are those which concern the education of the higher classes of persons possessing leisure and natural influence over the minds of their countrymen ".[2] This attitude of the Directors did not by any means imply that they were indifferent to the education of the masses. What they emphasised in this Despatch of 1830 was that by affording facilities for higher education of the richer and more leisured sections of society there would ultimately occur a real improvement in the outlook of the entire community. This was an anticipation of the " filtration theory " of education which was later advocated by several administrators.[3]

Subsequently, following the Despatch of 1830, a momentous decision was taken by the Government in respect of the type of education and the medium of instruction. Among the British officials in India there had arisen a marked divergence of opinion as to which pattern of education, the English or Oriental, was best suited to the Indians of the day. Scholars well versed in Oriental Literature like H. T. Prinsep and H. H. Wilson preferred the indigenous learning, while practical men like Lord Bentinck, the then Governor-General, and Charles Trevelyan, who were more concerned with the material improvement of India and the modernisation of Indians, were on the opposite side. Lord Macaulay, the then Law Member of the Government of India, who was also the President of the Committee

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[1] Minute, dated 10th March 1826, by Sir Thomas Munro : Selections from Educational Records—H. Sharp, Part I, p. 75.

[2] Despatch of the Court of Directors to the Madras Government, 29th September 1830.

[3] Para 9 of Minute by Lord Auckland, 1839, Selections from Educational Records, Part I, H. Sharp, p. 155.

of Public Instruction, cast his vote with the latter and his famous Minute of February 1835 decided the policy of Government.[1] On 7th March 1835, the Government of India resolved that ' the great object of Government ought to be the promotion of European Literature and Sciences among the natives of India '. Though Sir John Seeley overrated its importance when he observed that ' never on earth was such a momentous question discussed ', there is no gainsaying the fact that this decision was an important landmark in the educational history of India. The Government of India advised the Madras Government to adopt the policy of promoting higher English education ; however, they took care to state that the cultivation of the native vernaculars was also to be given a place in the curricula of studies.

In pursuance of the above-mentioned Resolution of the Government of India, the Madras Government prepared a scheme of educational organisation. But it was found disappointing to the authorities of the Government of India and was consequently rejected, for the local Government had proposed to establish only a Normal English school for training teachers and one other English school for general education. The Government of India, on the other hand, desired the immediate establishment of a college at the Provincial capital and ten other colleges at suitable places in different parts of the Presidency. The authorities of the Madras Government were, however, reluctant to agree to this proposal for financial reasons ; the outlay needed for the achievement of the ambitious schemes indicated by the Government of India was much more than could be spared at the time. Eventually, however, they agreed to the initial establishment of an English College in the city of Madras, which was either to function along with the Central School already contemplated or as distinct from it. But even this modest scheme was not immediately put into operation. The Government of Madras set up a Committee of Native Education consisting of five officials with a Member of Council as President in order to work out the details. The Committee, however, felt that the establishment of a college was premature at the time. " There were probably not a dozen natives," observed the Committee, " who were capable of profiting by a College Education or, to express it more definitely, who were capable of writing half a dozen sentences of idiomatic English on a given subject or of reading a page of Milton with intelligence ".

Lord Elphinstone's scheme :

The scheme of higher English education was thus suspended for the time being, and it was not revived until Lord Elphinstone became the

[1] A. J. Arbuthnot, Selections from the Records of Madras Govt. II, 1855. pp, lxxiv—lxxxiii,

Governor of Madras in 1838. A bold and enlightened administrator, Lord Elphinstone proved to be a great enthusiast for higher education. Just about this time Lord Auckland, the Governor-General, advocated the view that while it was not possible for the Government to provide instruction for the entire mass of the population it should concentrate on providing higher education for the upper and middle classes. It was hoped that the benefits of this education at the top would percolate among the masses. This view came to be described as the ' filtration theory ' of education.

In addition to this favourable attitude on the part of the authorities towards the development of higher English education, the leading citizens of Madras themselves seem to have realised its importance. The public of Madras, under the enlightened leadership of Mr. George Norton, the Advocate-General, presented to the Governor on November 11, 1839, a petition signed by 70,000, persons in which they stressed the need of an English College in the city. The huge number of the petitioners made a great impression on the Governor. ' The Petition was ', the Governor said in his speech on the occasion of the opening of the High School of the University, ' more numerously signed than, I believe, any similar document ever was, in India '.[1] The petition was notable for the great enthusiasm which the leaders of society had for higher learning. The people were themselves prepared to bear a part of the cost of maintaining the institution by means of a levy of fees on the scholars.

In these circumstances, Lord Elphinstone decided to make a systematic beginning in the direction of higher education. He set aside the recommendations made earlier by the Committee of Native Education, and drew up a plan for the establishment of a central Collegiate Institution or what was alternatively described as a University. It was to function under the supervision of a University Board consisting of a President and 14 Governors, of whom seven were to be natives of the Province. The designation ' University ', applied to this organisation, was not quite appropriate, for it was just an institution providing higher education. This so-called ' University ', however, was to be divided into two departments, one called the High School for the cultivation of English literature, the vernacular languages, Philosophy and Science, and the other, the College, providing instruction in the higher branches of Literature, Philosophy and Science.

The High School of the University :

The University Board was constituted in January 1840 with Mr. George Norton as its President. The department of the University, denominated the High School, was established in 1841 and the opening ceremony was

[1] *See* Appendix I—Extracts from Lord Elphinstone's Speech, 14th April, 1841.

performed on April 14, 1841, by His Excellency the Governor. This High School, which was the precursor of the Presidency College, was housed in a rented building at Egmore. Mr. Eyre Burton Powell, a Cambridge Mathematics Wrangler, was appointed the Headmaster, and three English tutors as well as three Indians, proficient in the regional languages, were appointed as members of the staff.

In July 1842, the Government of Madras established four Zillah schools, one each at four prominent towns of the Province. In these schools English was to be the medium of instruction and an acquaintance with the English language was prescribed as an indispensable qualification for admission. These schools, in their turn, were associated with the Madras University in the new educational organisation, for certain Fellowships were instituted in the High School of the University to be competed for by the most advanced students of the Zillah schools.

Prior to the formal opening of the High School of the University, a Preparatory School was established in the city of Madras, which was to prepare pupils for admission into the High School. In the beginning, the High School offered instruction in English Prose, Composition, Grammar, History, Mathematics, Mental Philosophy, and the Vernacular languages.

The majority of the pupils admitted in 1841 were qualified only for the lower classes, but the rapid progress shown by some of them was remarkable, and in the course of a few years several had entered upon subjects originally prescribed for the collegiate course. But a disconcerting feature was that the number of students that took advantage of the institution was limited, and great difficulty was experienced in persuading the scholars to enter the higher classes. Out of 148 scholars who were admitted in 1841, as many as 48 discontinued their studies during the course of the year, and during the next ten years the number on the rolls never exceeded 182 each year. One of the reasons assigned for the paucity of pupils was the rate of fees charged, viz., Rs. 4 per mensem for each scholar, which was then considered very high. This sounds strange, especially in view of the petitioners of 1839 having expressed their readiness to pay for their education. However, on the question of revising the rate of fees there was a marked difference of view among the members of the University Board, and therefore, no change was effected.

Before Lord Elphinstone laid down office, eighteen months after the opening of the High School of the University, he had sanctioned certain schemes for the further development of higher education, viz., the formation of four Provincial schools, noticed already, and the institution of examinations in order to test educational progress, as well as the opening of collegiate classes in Medicine and Engineering in the University. The last proposal, however, became the subject of an almost interminable correspondence,

The Court of Directors was not in favour of it on account of the enormous expenditure it involved.

Lord Elphinstone's successor, the Marquess of Tweeddale, also felt that it was premature to think of opening college classes either in the special branches of Medicine and Engineering or in the general Arts course. The principal reason for this attitude of his was doubtless the apathy of the people towards higher education. He held that the citizens had not evinced sufficient enthusiasm for the High School itself, either by sending pupils or by contributing financial aid to the institution.

The College Department :

Sir Henry Pottinger who succeeded Tweeddale in April 1848 took a more optimistic view of the situation and declared himself in favour of an ambitious policy of educational expansion, despite the opposition from some members of the Council. In April 1852 the old University Board, which had been reduced in strength to four members including the President, was reorganised. Thirteen new members were appointed, and the Government informed the new Board that their attention was to be directed to the general question of education as well as to the improvement of the High School. The revised scheme provided for the establishment of a Primary School, a Collegiate Department in Madras University in addition to the High School, and the formation of Normal classes, both in English and in the vernaculars. The question of opening general collegiate classes was taken up in earnest, and the Board proposed the establishment of a Collegiate Department under four Professors, one for Mathematics and the Physical Sciences, a second for History, Economics and Philosophy, a third for English Literature and a fourth for Law. Despite the opposition of certain members of the University Board to the opening of collegiate classes, Sir Henry Pottinger approved of the scheme except that relating to Law. Thus after long vacillation the College classes were opened in 1853.

It was perhaps inevitable in the early stage of educational development that a consistent policy was not always followed ; nor were quick decisions taken either by the Madras Government or the higher authorities. The educational records of the Madras Government between 1839 and 1854 reveal that all the suggestions of the Governors of the Presidency were not implemented. Frequently, too, the Court of Directors disapproved the recommendations made by the Local Government. The educational authorities constituted by the Madras Government were at times ordered to be dissolved and others were substituted in their place. Thus, for example, it is found that in 1836 the Board of Public Instruction was reconstituted into a Committee of Native Education, which in turn was replaced in 1841 by a University Board ; this Board was superseded by a Council of Education in 1845, which in its turn, was dissolved at the instance of the Court

of Directors in 1847, and its duties were again entrusted to the University Board. Sir Henry Pottinger revived the Council of Education in 1848 only to replace it by a Board of Governors in 1851, which ultimately had to hand over its functions to the Department of Public Instruction, constituted in 1854. Naturally such frequent changes both in the policy of the local Government and in the personnel of the authority, whose duty it was to carry out that policy, affected the progress of educational activities. No wonder that Mr. George Norton himself stated that " though the High School of the University has been well organised, the educational history of the five years (1843-48) was largely a history of disappointments ".[1] Till 1852 there was but a single institution in the Presidency devoted to general education functioning under the immediate control of the Government. As observed earlier, the High School of the University itself was raised to a collegiate institution after prolonged consideration in 1853.

But it is easy to be hypercritical of the early activities which the authorities were undertaking in pursuance of a policy which was just taking shape. There is little doubt that there was a genuine attempt at evolving a general policy of developing the intellectual aptitudes of the people to their benefit. It was perhaps inevitable that some miscalculations hampered their efforts. To say that mistakes were made is to say the obvious. One is reminded of the French proverb which says that he who makes no mistakes makes nothing. And the task attempted here was not too easy.

However, the progress of the High School of the University was satisfactory according to the report of the examiners, who were educational experts unconnected with the institution. They testified to the high attainments of the senior students, particularly in certain branches of study. Mathematics was the subject in which the proficiency attained by the students was remarkable. Besides, the answers to questions on Literature showed that several students had acquired " a perfect mastery of the English language ". " Although none among them have entered the school with more than the barest qualifications for admission——that of being able to read and write English intelligibly——yet, in the course of two years ", states the second Annual Report of the Governors of Madras University, " several of them have attained a correctness and facility, as well in speaking as in composition, which befits them for easy intercourse with the well educated classes of English society ".

Among the subjects included in the curriculum were English grammar, arithmetic, morality, history, geography, algebra, mechanics, natural philosophy and the vernaculars. Subsequently political economy was also included in the curriculum.

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[1] Native Education in the Presidency of Madras (1848) p. 66.

Pupils who came out successful in the examinations were called " Proficients ". Year after year, the Reports of the University Board published the names of "Proficients" and reproduced some of the best answers. Among the students who distinguished themselves at the High School during the early years of its history were (Sir) T. Madhava Rao, (Sir) A. Seshiah Sastri, (both of whom became subsequently distinguished Dewans of Travancore) and Messrs. B. Lovery (later Principal, Pachaiyappa's College), Deenadayalu Naidu, M. Sadasivam, V. Ramanujam, Ranganatha Sastri and (Sir) T. Muthuswami Aiyar, the last of whom became later a Judge of the High Court, Madras. But as against this, the progress shown by the students of the High School in their respective vernaculars was notably poor. It was repeatedly urged that the Vernacular Department of the University was not worked satisfactorily. The standard attained in Telugu, Tamil and Marathi was but low. This weakness was deplored by the authorities, particularly because the aim was partly to enable those who had their education in English and in the Vernacular to " communicate to the native literature and to the minds of the native community that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments " (Despatch of 1854).

About the middle of the nineteenth century, besides the missionary institutions and the High School of the University, the Pachaiyappa's School had its beginning in 1842. This school was originally called ' Pachaiyappa's Central Institution ' and was located in Black Town. Subsequently, the building in the Esplanade, which housed the institution for many years, was opened in 1850 by Sir Henry Pottinger, the Governor of Madras. The school was founded and developed through the treasure bequeathed for charitable purposes by Pachaiyappa Mudaliar, whose name will always be revered in the history of South Indian education. Pachaiyappa Mudaliar was a pious and rich businessman who had risen to an opulent position as a dubash in the service of the English East India Company. When he died in 1794 it was found that he had bequeathed by will a lakh of pagodas (equivalent to Rs. 3½ lakhs) to be spent on religious and charitable purposes. However, the executors of the will neglected their duty in this matter for over sixty years. This was discovered by Sir Herbert Compton, the Advocate-General, and he brought the matter before the Supreme Court and obtained a decree permitting the utilization of a part of the funds which had by that time risen to nearly Rs. 7½ lakhs, for the establishment of schools. The original amount was set apart for the fulfilment of the terms of the will, and the surplus was assigned to educational purposes in Pachaiyappa's name. Accordingly a school was founded in Black Town in 1842 and this later grew into the Pachaiyappa's College. It is well to remember that Pachaiyappa is the earliest name in the modern history of educational philanthropy not merely in this Province, but in the whole of India,

CHAPTER II

Formulation of the Policy

> "*Primary education is as the plinth with the foundation broad and deep ; Secondary education is as the superstructure with its walls and pillars ; High education is as the roof with its domes and towers. No part of the structure can be injured or neglected without affecting the safety or the usefulness, or the beauty of the whole*".
>
> SIR RICHARD TEMPLE.

The Despatch of 1854 :

The year 1854 forms a landmark in the history of Indian education, for it witnessed the appearance of the epoch-making Despatch which outlined a systematic educational policy for India. This important document has been described at times as the 'Magna Carta of English education in India', and as the 'Intellectual Charter of India'. While these figurative estimates seem to overshoot the mark, there is little doubt that this Despatch gave the lead to the educational policy of the British Government of India. Perhaps, the estimate of its importance formed by H. R. James is more balanced and acceptable. "The Despatch of 1854", he observes, "is the climax in the history of Indian Education ; what goes before leads up to it ; what follows, flows from it".[1] Issued by Sir Charles Wood, who was then the President of the Board of Control, this historic document of 19th July, 1854, known as Wood's Education Despatch, impressed upon the Government of India the duty of creating a properly articulated system of education from the Primary School to the University.

It recommended the creation of a Department of Public Instruction in each Presidency, and the establishment of schools and colleges as well as institutions for training teachers. The importance of encouraging private individuals or private bodies owning and managing educational institutions was fully realised. At all levels—Primary, Secondary, and Collegiate—private effort had a vital role to play. Apart from the limitations of finance on the part of the Government, the positive advantages of private management were emphasized. "We confidently anticipate, by thus drawing support from local resources in addition to contributions from the State",

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[1] H. R. James : "Education and Statesmanship in India" p. 42.

declared the Despatch of 1854, " a far more rapid progress of education than would follow a mere increase of expenditure by the Government ; while it possesses the additional advantages of fostering a spirit of reliance upon local exertions and combination for local purposes, which is itself of no mean importance to the well-being of a nation ".[1] This was an anticipation of the policy fervently encouraged by Lord Ripon, the champion of Gladstonian Liberalism, nearly thirty years later.

Grants-in-aid :

Private effort, however, was expected to be actively helped by a carefully organised system of grants-in-aid. Perhaps Britain is the most outstanding country which has systematised the principle of grants-in-aid of education. The system has, on the whole, worked well and has yielded admirable results. It is not surprising, therefore, that the Directors laid much store by the system of grants-in-aid which they advocated for India.

Naturally the introduction of this system necessitated careful supervision. The Despatch, therefore, outlined a scheme of periodic inspections and submission of reports by a competent body of officials. This was one of the principal responsibilities of the new Departments of Public Instruction which were to be created in the various Presidencies.

Religious Neutrality :

They were equally careful to see that the payment of grants to all educational institutions did not give room for any violation of the strict principle of religious neutrality which they were anxious to adopt. The missionary institutions were considerable in number in the various parts of the country and, as noticed before, were quite numerous in the Madras Presidency. Therefore, care was taken to ascertain from the Director of Public Instruction of Madras the possible reactions to the adoption of the system of grants. The authorities were assured by the then head of the Education Department of Madras that there was no objection on the part of the people to grants being paid to the missionary institutions.[2]

Indigenous learning :

Nor were the British authorities bent upon thrusting Western education on Indians, deliberately crushing indigenous learning, as has been sometimes supposed. In fact, an erroneous impression had been created by the strongly, and at places indiscreetly, worded Minute of Lord

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[1] Despatch from the Court of Directors of the East India Company to the Governor-General of India-in-Council, dated the 19th July, 1854.

[2] Arbuthnot's Letter of 24th September, 1859 to the Government of Madras. Selections from Educational Records : J. A. Richey, Part II, pp. 225-7.

Macaulay regarding this question. The Directors now took great pains to convince all concerned that they were not in the least actuated by any such sinister motive. They declared that their intention was far from diminishing the opportunities which were at the time afforded for the study of Sanskrit, Arabic and other classical languages in the existing special institutions. But, while they acknowledged the greatness and antiquity of Oriental philosophy and the classical languages, they realised that the benefits of these studies had been in the past confined to but a small number of persons. What the Directors wished to see was that education ultimately became the possession of the ' people of India in the different spheres of life '. Besides, they were sincerely convinced of the vast benefit that would accrue to the people by a knowledge of the improved arts, science, philosophy and literature of Europe.

The medium of instruction :

It is well to remember that the Despatch did not insist upon the adoption of the English medium of instruction at all stages. " In any general system of education ", it stated, " the English language should be taught where there is a demand for it ; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district with such general instruction as can be conveyed through that language."[1] The idea seems to have been that the English medium could be adopted exclusively in the higher stages of education. In actual practice, however, the High Schools and Middle Schools, too, adopted the English medium of instruction. This was because the colleges generally preferred to admit those who had studied their subjects in the High School through the English medium. The importance of a knowledge of English in the employment market was a principal consideration which weighed with parents in educating their children.[2]

The intention of the policy makers of 1854 appears to have been that masters who were well versed both in English and in the regional language could impart their instruction through the mother-tongue of the pupils. This would give an opportunity for the up-to-date knowledge of the teachers being transmitted to the pupils. Moreover, it was hoped that this process itself would lead to the translation of the most important English works into the regional languages. In fact, the authorities were positively in favour of such translations developing successfully, and they hoped that,

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[1] *Ibid.* p. 368.

[2] " Education was in no small measure influenced by the desire of Indian parents to send their boys to the University mainly because a University degree has hitherto been regarded as a passport to the safe career of Government employment, and to the great lottery of the legal profession with its rich prizes."—Hartog Committee Report, p. 45.

at no distant time, original compositions of the scholars, whose minds had been imbued with the spirit of European knowledge, would appear.

Is higher education too theoretical ?

Apart from the neglect of the local languages, which had unfortunately occurred due to the cumulative force of circumstances, English education in schools, and still more in colleges, was said to have been too theoretical and unrelated to Indian life and conditions. There is a large measure of truth in this charge. But here again, it is the peculiar condition of the country, and the poverty of the people, which led them to look upon education primarily, if not solely, as the means to secure employment, that are responsible for this attitude. In fact, education, particularly in its higher range, can never be too literary or theoretical.

Technical and professional education :

However, the authorities who framed the educational policy did not ignore the technical and professional aspects of education. The development of the existing professional institutions and the establishment of new ones were urged by the Despatch of 1854. The successful working of the Medical Colleges in Calcutta and Bombay in particular was commended as an example to be imitated. With equal warmth the Thomason College of Civil Engineering at Roorkee was recommended as a model for such institutions. It was urged that institutions for providing practical instruction in Civil Engineering should be established in other parts of India, particularly in the Madras Presidency, where works of irrigation were so essential, not only for the prosperity of the country, but for the very existence of the people in times of drought and scarcity.

Though South India had not made great strides in the direction of technical and professional education, yet there were certain institutions which could serve as the nucleii of further development. A beginning had already been made in providing Medical and Engineering Institutions. In 1835, a Medical School had been established which was raised to a College in 1851, and it developed in due course into the famous Madras Medical College. A Revenue Board Survey School had been set up early in the 19th century under the control of the Board of Revenue in order to train surveyors. This school formed the nucleus of the College of Engineering. Besides, in 1850, the Madras School of Arts was opened with a view to creating among the people a taste for the Fine Arts. In 1851 there had appeared in Madras the School of Industry which was to afford to the rising generation of the country the means of acquiring skill in the development of handicrafts, and of improving the taste of the people for works of beauty and dexterity. The Despatch of 1854 commended this institution

as an example which might be followed with advantage by the other Provinces. These beginnings which had been made had to be developed, and developed a great deal, before the needs of the vast region could be adequately supplied.

Establishment of Universities :

While thus the scheme outlined by the Despatch had covered all grades and branches of education, clearly the most outstanding recommendation in the field of higher education was that pertaining to the establishment of a University in each of the three Presidency towns of Calcutta, Bombay and Madras. The Directors felt that the progress made in English education during the preceding few years indicated that the time had arrived for the establishment of Universities in India which might encourage a regular and liberal course of higher education. In fact, the Council of Education connected with the Central Government of India had proposed several years earlier the institution of an University at Calcutta. In Madras the High School of the so-called University had been performing some of the functions of a proper University like holding examinations and conferring degrees. Now, the University of Madras was incorporated by an Act of the Legislative Council of India dated the 5th September, 1857. It was stated in the enactment which created the three Universities of Calcutta, Bombay, and Madras, that they were to resemble each other in their main features and that they were to be organised on the model of the London University of the day. This was but natural since these Universities were at the moment limited in their objectives ; they were to be only examining and affiliating bodies. In the words of the Acts which created the three Universities, they were established " for the purpose of ascertaining by means of examination, the persons who have acquired proficiency in the different branches of literature, science and art, and of rewarding them by academical degrees as evidence of their respective attainments ". In fact, the Council of Education of the Government of India had in their earlier proposal suggested the London University as their model. The Directors were also convinced about the suitability of the London University pattern to conditions in India of the day.

But it is important to remember that the Despatch of 1854 had also suggested the establishment in the Universities of " professorships for the purposes of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India ".[1] Equally interesting is the fact that among the professorships which they recommended to be instituted, they included those for the vernacular as well as the classical languages of

[1] *Ibid.* pp. 372-73.

India. But the Marquess of Dalhousie, the then Governor-General of India, declared himself strongly against the institution of professorships in the University of Calcutta on the ground that there was no need for the duplication of the lecturing work done by the Presidency College.[1] Consequently, the Acts of Incorporation which established the Universities omitted all references to the creation of professorships in the Universities.

The constitution of the new University :

The Act of Incorporation provided the frame work of the constitution of the University. All the three Universities had similar constitutions, save for slight variations in the size and composition of the Senates. The authorities of the University were a Chancellor, who was and has always been the head of the Provincial administration, a Vice-Chancellor, nominated by the Governor-General in Council, a Senate consisting of a number of Fellows, not less than 30, nominated by the Governor in Council, and a Syndicate consisting of the Vice-Chancellor, the Director of Public Instruction who was an ex-officio member, and six Fellows elected from the members of the Faculties. The Senate was the legislative and governing body. It could legislate, subject to Government approval, for the University and consider all questions of importance. The Senate possessed also the ultimate power in the conferment of Degrees, and constituted the Fellows from among its own members in accordance with the subjects in which they were proficient. The Syndicate was of the nature of an executive committee preparing questions for discussions in the Senate and also possessing separate powers of its own, though its actions in exercise of these powers were subject to control and revision by the Senate. The Senate was responsible for the conduct of examinations, the conferment of Degrees, and management of the property of the University. The Senate appointed the Registrar who was entrusted with the routine administrative responsibilities like dealing with correspondence, and maintenance of records. Certain powers were retained by the Government like the affiliation and disaffiliation of colleges, and the sanction of new or modified bye-laws and regulations.

Functions of the University :

The primary functions of the Universities at the outset were the holding of examinations and the conferring of Degrees on the successful candidates. It had been already laid down that in the matter of appointment to Government service, preference would be given to those who had a sound education. Naturally there arose a suspicion in the minds of several Indians that the creation of Universities was actuated solely by the motive of

[1] Minute by the Marquess of Dalhousie dated 30th December 1854.

securing the services of suitable persons to help Government in administrative work. This view gained publicity during the period of India's struggle for independence. Now, after the din of the political conflict has subsided, a dispassionate judgement of the real objective of the early British educational policy is possible. The charge that education was imparted with the sole aim of producing clerks and other administrative personnel needed by the foreign Government is clearly a one-sided view. The Despatch of 1854 itself is clear on the matter. The object was as much the provision of competent and reliable administrative staff as the improvement of the moral and intellectual progress of the people. The British authorities had frankly expressed earlier the aims of their educational policy, and they were reiterated by the Directors in 1854. "The English education is calculated not only to produce a higher degree of intellectual fitness ", wrote the Court of Directors to the President and Members of the Council at Fort William in 1827, " but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust ".[1] With equal candour the Educational Despatch of 1854 added that the spread of English education in India, while contributing ultimately to the development of Indian agriculture, trade and industry and thereby their material prosperity, would also secure an increased supply of raw material for Britain. Thus the advantages of English education for both Indians and British were candidly acknowledged. It is perhaps too much to expect the British authorities of the 19th century to have anticipated the changes which occurred almost a hundred years after the formulation of their education policy.

The Presidency College :

However, with the establishment of the real University, the old ' High School and College of the Madras University ' entered on a new chapter of its history. It underwent a re-organisation, for while a separate collegiate department was constituted, simultaneously the High School classes were re-arranged, a Primary School was established, and a Normal class opened in 1855. The ' High School of the Madras University ', was transferred to the newly created Department of Public Instruction and formally received its present name, " The Presidency College ", in accordance with the suggestion of the Directors.[2]

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[1] Public letter to Bengal, 5th September, 1927. Selections from Educational Records, J. A. Richey, Part II, p. 365.

[2] The Directors wrote thus : " Our hope is that a University according to the proper meaning of the word may before long be established at your Presidency, and in the meantime it is our desire that the fullest efficiency should be given to the institutions now existing under that name ". *Vide* Resolution of the Government of Madras dated 11th May, 1855.

During the year 1855, the Normal class for training teachers, which at the outset had only two members, disappeared altogether. At the beginning of 1856, the Primary School was transferred to the newly-formed Government Normal School, in accordance with the policy which had been kept in view from the first, to abolish the lower classes as occasion might seem to justify such a course, and eventually to confine the institution to Collegiate Education. From about 1853 the teachers of the Collegiate classes came to be spoken of as ' Professors ' and the Headmaster as ' Principal '. Mr. Powell, the Principal, was designated also as Professor of Mathematics and Natural Philosophy, Mr. Gordon, Professor of History, and Mr. Bowers, Professor of English Literature. At that time, Logic and Moral Philosophy were taught by the Professor of History. Psychology was included in the course of study only in 1857, when a separate chair for Logic and Moral Philosophy, which was sanctioned in 1856, was instituted. The first incumbent of this chair was Mr. J. Dawson Mayne, who also held the Professorship of Law. In the Vernacular department, the only changes that took place between 1853 and 1857 were the removal in 1855 of Marathi from the curriculum, the abolition in 1856 of the appointment of " Superintendent of Vernacular Studies ", and the institution of a professorship of " Sanskrit and Vernacular Literature ". The first to hold this appointment was the Rev. P. Percival.

The annual public examinations which had been held by the College from the beginning were continued for some years even for the students who were appearing for the University examinations. In addition to written examinations there were *viva voce* tests, which partook more of the character of a popular exhibition than of a scholastic test. In 1855, the newly appointed Director of Public Instruction addressed the Principal, disapproving of the practice of having " a sort of show-day at the conclusion of the examination, at which the higher classes are examined *viva voce* and the public are specially invited to attend ". In spite of his strong disapproval, the *viva voce* test was continued till 1857 when, after the establishment of the University, it was given up. The conduct of public examinations and the regulation of the courses of study leading to the examination thenceforward became the responsibilities of the University.

CHAPTER III

Implementation of the Policy (1857-82)

" We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India ; but at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption ".

EDUCATIONAL DESPATCH OF 1854.

Despatch of 1859 :

The implementation of the educational policy in pursuance of the scheme outlined by the Despatch of 1854 commenced in 1857. But unfortunately there occurred about that time the great upheaval of the Indian Mutiny. After the storm had subsided, the British authorities were anxious to know whether their educational policy had in any manner fomented the rising. The results of the enquiry regarding the extent to which the recommendations of 1854 had been implemented in the country and regarding the truth of the allegation that the educational policy of the British had provoked the rebellion, came to be embodied in the Despatch of 1859. While the inquiries undertaken by the authorities in the different parts of the country indicated that there was little or no connection between the educational policy and the revolt of 1857, this Despatch of 1859, issued by the Secretary of State for India, reiterated the policy of religious neutrality stressed in the earlier Despatch of 1854. Religious instruction, as such, was totally prohibited in all the Government schools and colleges. The Queen's Proclamation of 1858, which was issued after the assumption of direct control of the Indian Government by the British authorities, had clearly declared that no interference with the religion of the people was to take place. The Despatch of 1859 reiterated this provision, and though some of the missionaries who had interested themselves in education were displeased with this injunction, the British government were quite firm in their attitude. " They are unable ", declared the Government in their Despatch of 1859," to sanction any modification of the rule of strict religious neutrality as it has hitherto been enforced in the Government Schools ". The Despatch was emphatic on the point that all the courses of study in the educational institutions of the Government should be confined to secular subjects.

The Despatch of 1859 shows how the provisions of the earlier Despatch were faithfully implemented in the various provinces. The creation of the Departments of Public Instruction, the establishment of Universities in the three Presidency towns, the organisation of the grant-in-aid system as well as a sound scheme of inspection, had all followed on the lines suggested by the Despatch of 1854. It is significant that the Court of Directors had desired that the first heads of the Departments as well as a large proportion of the inspectors should be recruited from the Civil Service ; the object was to obtain the best results in this field and incidentally to impress upon everybody the importance attached to education.

Measures for the extension and improvement of Vernacular education had been in progress. The Despatch of 1854, as observed earlier, had placed the subject of Vernacular education on a level, in point of importance, with that of instruction provided through the medium of the English language. In the Madras Presidency, in addition to the grants-in-aid, a new method was tried, which consisted of the improvement of existing village schools and the encouragement given to schoolmasters to improve themselves by the promise of a reward to be given in books or in money at the discretion of the Director. English and Anglo-Vernacular Schools were started and the University of Madras was established.

Early years of the University :

The University first functioned in a portion of the old University or the Presidency College building, where it continued to remain till 1873, when the construction of the Senate House was completed. The activities of the University were at the time confined to the conduct of certain examinations. In accordance with the responsibilities entrusted to the University, soon after the promulgation of the Act, the first Entrance examination of the University which was called the Matriculation was held in September 1857. Forty-one candidates appeared, of whom thirty-six passed. The first examination for the B.A. Degree was held in February 1858.[1] Only two candidates appeared for the examination, both from the American Missionary Seminary, Jaffna, and they passed. It is thus interesting to notice that the first two graduates of the Madras University were from Ceylon ; they were Mr. C. W. Thamotharan Pillai and Mr. Viswanatha Pillai. It may be mentioned that Mr. Thamotharan Pillai became a Fellow of the University of Madras during 1885-1901. Since many institutions offering instruction in the different subjects began to function, the University had to take upon herself the responsibility of conducting examinations soon after her inception. In reality the nucleus of the varied educational interests of later days was found at the very time of the inception of

[1] The F.A., or the First Examination in Arts, between the Matriculation and the B.A., was introduced only in 1863-4.

University ; there were already in existence the Madras Medical College, the College of Engineering and the Law classes. Therefore, soon after the establishment of the University, we find her examining candidates for Degrees in Medicine, Engineering and Law as well as for Degrees in Arts. The Degree of M.D. was first awarded in 1858. Only one candidate, Mr. G. W. Flynn, appeared, and he passed the examination. Along with the two who took the B.A. degree he took his M.D. degree within one year of the incorporation of the University. After examinations were duly held, candidates were declared qualified for the Degree of Bachelor of Law in 1860, and in 1864 the Degree of Bachelor of Civil Engineering was first awarded.

Rise of new Colleges :

The work of the University naturally increased with the growth of new colleges. Colleges maintained by the Government in different parts of the Presidency as well as those owned and managed by private bodies increased in number. From a report prepared by the Government of Madras to be despatched to the Home authorities, it is found that by 1871, four Government Colleges, besides the existing Presidency College, had come into existence. The High School at Kumbakonam was raised to a college in 1867, while at Calicut, Mangalore and Bellary, colleges were established in 1868. The Government also increased the number of provincial schools which served as the feeder institutions to the colleges. During the period 1858-71, the number of non-governmental colleges rose to 7. One of them, the Free Church Mission Central Institution, developed into a first grade college affiliated to the B.A. Degree course, and became the Madras Christian College. This institution first sent up candidates for the B.A. Degree examination in 1868-69. Besides the Madras Christian College, the two private colleges located in the city of Madras were the Doveton Protestant College and the Sullivan's Garden Seminary. The latter, however, was partly a theological institution. The Church Missionary Society had a college at Masulipatam, while the Gospel Society had another at Tanjavur. The St. Joseph's College was established at Nagapattinam in 1870, while a private college established by Mr. Stanes at Coimbatore sent up candidates for the F.A. examination for the first time in 1868-69.

In spite of the promising start made, certain drawbacks appeared. During the early years the total number of candidates who appeared for the Matriculation examination was very small ; and Mr. A. J. Arbuthnot, the Director of Public Instruction, writing to the Government in 1860, stated that the reason for this circumstance was that the standard for the Uncovenanted Civil Service examination was much lower than that of the University, in consequence of which, many candidates had been discouraged from resorting to the University Examinations and to the courses of study

leading up to them. But this feature was soon rectified, and the University examinations were co-ordinated with those held for the recruitment of personnel for the public services, and this gave the University education a material value in popular estimation. Then, as for long afterwards, the bread and butter aim of education loomed large. By 1871, the number of candidates who appeared for the Matriculation, F.A., and B.A., as well as for the M.A. Degree examinations increased.

This level of progress was continued during the decade 1871 to 1881 as well. While there were 12 colleges in 1871, the number became doubled by 1881, of which 7 were first grade colleges and 17 were second grade colleges. Apart from the rapidly increasing number of candidates who appeared for the Matriculation, F.A., and B.A., 17 B.A.'s obtained the M.A. Degree and four took their M.L. Degree during the period 1871-81. However, it was a disconcerting feature that a number of pupils stopped their education with the Matriculation.

In the Presidency College, there was a succession of able Principals and Professors. When E. B. Powell left the Presidency College after 12 years of valuable service, his place was taken by Edward Thompson. At the beginning of 1862, the two lowest classes of the High School were transferred to the Government Normal School in pursuance of the policy laid down in 1857 that the institution should eventually become purely a college. Certain changes in the personnel of the teaching staff occurred. In 1875, Dr. W. H. Wilson was appointed Professor of Physical Sciences. Though the Professor who was in charge of Vernacular studies from 1856 was sometimes designated Professor of Sanskrit and Vernacular Literature, in fact, Sanskrit was not taught as a part of the curriculum. But as years passed by, the importance of this language in higher education came to be increasingly realised and measures began to be concerted for its introduction. After careful consideration in 1868, Mr. Pickford was appointed by the Secretary of State to be the first Professor of Sanskrit. Ill-health compelled him to resign it in 1870 and his place was filled towards the close of 1872 by Dr. Oppert. There was a steady increase in the numbers of students taking up this language. Meanwhile the interests of the vernacular and other languages had not been neglected. Malayalam was added to the curriculum in 1866, Kannada in 1869, and Arabic, Persian and Urdu in 1872.

Owing to the small attendance, the Law class was kept in abeyance in 1870. It was re-opened in 1873. A junior Professor was appointed at the beginning of 1884. For some time, the question of opening a new Law College was considered, and finally the sanction of the Secretary of State for the establishment of a separate Law College was received in 1891.

It is noteworthy that even after the foundation of the University, the system of holding an annual written examination was continued. For

some years outsiders were appointed examiners and the Proficient's certificates were issued by the Presidency College. By 1882 the award of these certificates was discontinued, and the formal annual examinations of the students going up to the University examinations were abolished.

In January 1877 an important change took place in the Central Institution of the Free Church of Scotland. It became the representative more or less directly of all the Churches of the Reformation, and came to be known thenceforward as the " Free Church Institution and the Madras Christian College ". Several distinguished Professors were appointed, and the ideal aimed at was a college entirely separate from the School Department. It is important to mention in this connection that the Central Institution of the Free Church of Scotland rose to an eminent position largely through the indefatigable efforts of the Rev. William Miller, who was associated with that institution since 1862. Indeed, the cause of higher education in Madras owes no small measure of its development to the earnest labours of the Rev. Wm. Miller, known deservedly as the " Prince of Educationists ".

The Pachaiyappa's School had been raised to a High School in 1850, and it made a splendid progress under the able stewardship of Mr. Basil Lovery. In 1858, the first batch of pupils appeared for the Entrance Examination of the University. In 1880, the institution was raised to a second grade college, and nine years later, it was affiliated to the B.A.

Among the colleges outside the City, mention may specially be made of the Government College, Kumbakonam, which made remarkable progress. Mr. W. Porter, who was appointed Principal of that college in 1863, raised that institution through his sustained efforts to a high state of efficiency. In 1878 Mr. Porter was succeeded by Sri T. Gopala Row, a distinguished South Indian educationist, who also contributed to the continued progress of the institution.

With the increasing popularity of University education and the increasing number of students who were educated in the colleges, the volume of work of the University increased and certain changes were found inevitable. The necessary modifications in the bye-laws were effected. In 1875, an important change was made in the organisation of the Syndicate, the executive body of the University. Till then, it had consisted of the Vice-Chancellor and six Fellows, three of whom belonged to the Faculty of Arts, and the other three respectively to the Faculties of Law, Medicine and Engineering. It was felt that the Syndicate was not sufficiently representative of the different subjects included in the Faculty of Arts, and therefore, two more seats were added to the Faculty of Arts.

With a view to making the University self-supporting, certain changes were introduced in 1876. The number of papers for the Matriculation Examination was reduced and the *viva voce* tests for both the B.A.

and M.A. Examinations, were abolished. Besides, the fee for the F.A. Examination was raised from Rs. 15/- to 20/-. Regarding the meetings of examiners, the previous practice of having a general meeting of the examiners was abolished. On the other hand, there was to be a meeting of examiners in the same subject, but the final adoption of the principle of marking was left to the discretion of the individual examiners.

The M.A. Degree was found to be beyond the reach of a vast majority of Bachelors of Arts. Several modifications were consequently introduced in the syllabi, the general effect of which was to make the M.A. Degree somewhat easier of attainment than it had hitherto been. The result was noticeable in the succeeding years, when a much larger number of candidates appeared for and passed the M.A. Degree examination.

Changes in respect of the courses for the Professional Degrees were also introduced from 1871 onwards. Candidates for the Degree of Bachelor of Civil Engineering were required to have completed a course of two years from the date of passing the F.A. instead of one year. In 1873, it was decided that the persons taking the B.L. examinations should have attended certain courses of lectures in Law in the Presidency College or other recognised institutions and passed an examination in the subject of these lectures.

A more general change was introduced in 1877 in respect of appearance for examinations without attending courses of studies in recognised institutions. It was laid down that normally every candidate appearing for a particular examination should have studied in a prescribed institution for a specified time. Private students were not entirely excluded from the University examinations, but under the revised bye-laws, any private student before presenting himself for the examination was required to obtain the express sanction of the Syndicate.

The Education Commission of 1882 :

After well over a quarter of a century had elapsed from the implementation of the scheme outlined by the Despatch of 1854, the Government felt that it was necessary to inquire into the extent to which the principles of the Despatch had been carried out. There was a cry in certain quarters that far too much of the public funds was being spent on higher education compared with the sums allotted for the more urgent Primary education. Moreover, the Missionaries and others who managed educational institutions complained that sufficient encouragement was not given to them in the shape of grants for aided education. The examination of the legitimacy of these complaints was found necessary, and it was primarily for the purpose of ascertaining whether the responsibility for maintaining the Government Colleges and High Schools could be transferred to local authorities that the

Government of India appointed on 3rd February 1882 an Education Commission with Mr. W. W. Hunter as its President. It is worthy of note that the two Madras members of the Commission were the Rev. William Miller and P. Ranganatha Mudaliar, Professor of Mathematics, Presidency College, Madras. The Commission was specially called upon to inquire into the working of the educational system, and report on the advisability of the extension of the system on a popular basis. Though University education did not directly fall under the terms of reference made to the Hunter Commission, they could not but touch upon it when dealing with the encouragement of primary education. An important observation made by the Commission in their report was that the Madras University neglected the progress of pupils in vernacular languages. While Bengal and Bombay started with an attempt to cultivate the classical language of the East and to educate their students in the theological and legal lore of the faith to which they belonged, in Madras there was almost an exclusive emphasis laid on attaining knowledge through the European method.

The Commission held that one reason for this difference was to be found in the period at which modern higher education was begun in Madras. Of the educational institutions in Madras, which, previous to 1857 had a claim to be called colleges, none dates farther back than 1837, i.e. none before Macaulay's Minute of 1835. Another reason was that the attachment to old religious literature had not made people overzealous, and therefore the importance of conciliating religious feeling had not impressed itself strongly upon the Government. The colleges in the South during the latter part of the 19th century were therefore much the same as those of the present.

The Commission, reviewing the progress made by the collegiate institutions under the jurisdiction of the Madras University, observed that many of them did good work, and added that in order to encourage the popular interest in higher education some of the Government colleges could be transferred to the management of local bodies.

Reviewing the general effects of Higher Education in South India, the Commission observed that they were convinced that the introduction of English education and the progress made in regard to its development by the University of Madras were highly commendable. The two aims of higher education were, firstly, the raising of the moral and intellectual tone of Indian society, and secondly, supplying the administration with a competent body of public servants. Both these aims were found to have been largely fulfilled, though improvement was needed. The Commission added that certain weaknesses like superficial learning and a tendency for pretentious self-assertions were occasionally noticeable but were likely to disappear in due course.

The question of moral instruction in colleges came as a corollary to these considerations. Then, as in our own times, the views on the imparting of moral instruction to the College students, have varied. One section felt that provision might be made for special classes of instruction on morals, while another held that stereotyped instruction might not yield the intended result. In reality, the most effective moral instruction consists in inculcating habits of order, diligence, truthfulness and other moral qualities by the Professor indirectly, through other studies like Literature and History. In spite of occasional lapses it is undeniable that University education has contributed to the improvement of the moral qualities of the student. "The nearly unanimous testimony of those who have had the best opportunities of observing goes to show that in integrity, in self-respect, in stability of purpose and generally in those solid qualities which constitute an honourable and useful character, the University graduate is generally superior to those who have not enjoyed the advantages which college training gives ".

While commenting on the progress of higher education and the general improvement in the equipment and outlook of the products of the University, the Commission drew attention to the fact that, with a few brilliant exceptions, no eminent scholars were to be found in the long list of University graduates. One reason for this was that till then higher education itself had been of too general a character, not providing for specialisation. A second reason was the poverty of the average Indian student, as a result of which, he concentrated his attention rather on passing the the examinations in order to procure a suitable employment than on self-improvement or acquisition of knowledge for its own sake. " A life of learned ease is almost unknown to the Indian student."

CHAPTER IV

The Period of Steady Growth (1882-1904)

"*A University, like most other good things, is a matter of slow, and what may be called natural, growth*".

UNIVERSITY INSPECTION COMMISSION, MADRAS.

The number of colleges affiliated to the Madras University increased. While there existed only 24 Arts Colleges in 1881, there were 62 of them in 1904. The number of Professional Colleges doubled from 3 to 6. Correspondingly, there was a large increase in the number of pupils attending the different courses of instruction[1].

Certain important changes were effected in the bye-laws of the University during this period. In 1881 the necessary verbal alterations were made which had the effect of placing Graduates in Arts of any University in the British Empire, who might take up their residence in this Presidency, on an equal footing with the *alumni* of the Indian Universities so far as the right to compete for the Degrees of this University and the privileges connected therewith, were concerned. Similar privileges were conferred on persons who had taken the Degree of M.B. and C.M. in any University in the Empire.

The year 1882-83 was one of great activity in the annals of the University. After a prolonged inquiry and much discussion several important and salutary changes were introduced in the bye-laws of the University. The foremost among these changes were those relating to the curricula of studies in Arts.

In the first place, the number of Branches in respect of the M.A. Degree Examination was increased from five to eight. The additions were Physics and Chemistry, Botany and Zoology and History. Secondly, there occurred a lightening of the course for the M.A. Degree examination in Languages. Under the old scheme, candidates of the Language Branch had to qualify in English and one of the Classical Languages. Under the new scheme, candidates were allowed to appear either for English or for any Classical language. On the same principle, the B.A. curriculum was modified. Candidates for the B.A. Degree under the new scheme were required to qualify in English, a Second Language and an optional subject only, instead of in English, a Second Language, History, Mental Philosophy and an optional subject as before. Thus the compulsory study of History and

[1] See Appendix II.

Mental Philosophy was removed. The principal factor which weighed with the authorities of the University in making these changes was the persistent need felt for paying greater attention to the study of the native languages of the country. This opportunity was also used to raise the minimum prescribed for a pass in the Second Language from 25 to 33-1/3%. Clearly this measure was intended to raise the standard of teaching in the vernacular languages.

Certain changes relating to the examinations in Engineering were found to be necessary, and therefore, the relative bye-laws were revised by the Faculty, approved by the Senate and duly sanctioned by the Government. One of the changes effected was that the word ' Civil ' was omitted from the designation of the examination and of the corresponding Degree. Moreover, in place of one examination, two were prescribed, a First Examination and a final Degree Examination. To the former, only students who, after passing the First Examination in Arts (F.A.) had completed a course of study for 18 months in an authorised college of Engineering, were admitted, while to the latter only those who had completed a further period of study for one year in an authorised College of Engineering after passing the First Examination in Engineering (F.E.) were admitted. The Degree Examination was divided into two branches, Civil and Mechanical, and a candidate was allowed to proceed to his Degree in either Branch or in both the Branches.

A Degree in Teaching was instituted for the first time in 1885. Though there had been Normal schools for over 40 years, a special course of instruction on the advanced and up-to-date methods of teaching was not introduced till this time, and with the support of the vast majority of the Senators this proposal was carried in the Senate and approved by the Government in 1885.

In respect of the expert committees appointed annually to select text books for the various examinations, a change was felt to be necessary. An expert body with a longer period of tenure was expected to develop a more consistent policy than an annually constituted body. Moreover, matters pertaining to the syllabi and examiners also could be better settled by this body. Therefore in 1884, Boards of Studies were constituted consisting solely of Fellows of the University, possessing special qualifications in the respective branches of knowledge and with clearly-defined duties.

With the increase in the volume of business which the University authorities were called upon to transact, certain new bye-laws were added. During the year 1883-84, bye-laws regulating the meetings of the Senate, the order of business to be followed at such meetings, the rules of debate, the appointment of committees, and the conduct of elections for University offices, were drawn up by a committee appointed by the Senate, and were approved. Moreover, owing to the increase in the work of the University,

the Syndicate laid before the Senate in 1890 certain proposals with regard to the office of the Registrar, the chief of which was that he must be made a whole-time officer. On approval by the Senate, this proposal was sent to the Government, and their sanction was obtained in 1891.

Finally, the rules regarding the affiliation of colleges to the University were modified in 1890, with a view to ensuring the efficiency of the colleges. The new rules empowered the Syndicate to refuse affiliation unless they were satisfied that the institution had sufficient accommodation and proper sanitary arrangements, an adequate supply of furniture and appliances, an efficient staff, and a satisfactory financial position. Hitherto, First Grade Arts Colleges had been affiliated without taking into consideration the particular Branches of the B.A. Degree examination in which they were prepared to furnish instruction ; the new rules provided for affiliation only in respect of those Branches for which due provision was made in the way of teaching.

It need hardly be repeated that according to the Incorporating Act of 1857 the affiliation of colleges was an essential part of the system of liberal culture which it was then proposed to be introduced. This meant that all students, before being admitted to examinations, were to be carefully trained in some properly-equipped and efficiently-conducted institution. But unfortunately, for nearly twenty years this fundamental principle of the University was a dead letter. From the records of the Madras University and from those of the oldest Colleges affiliated to the University, it is seen that affiliation became a reality only in 1877. During those twenty years the idea became deeply implanted that a certain amount of knowledge obtained anyhow was everything and that training of the mind was nothing. It took considerable time for this erroneous idea to be dispelled from the minds of people.

Even after affiliation became a reality, there was for long a tendency to decry the exclusive functions of affiliation and examination discharged by the Madras University. But those who indulged in such criticisms were not alive to the reality of the situation. It is important to remember that the affiliating University was the only kind that was possible in 1857 and for practically the following half a century. There were neither the financial resources nor the academic equipment required for other functions. Further, the affiliating Universities drew into the educational system the efforts of bodies and individuals who, while serving a community or locality, helped also the growth of the wider interests of education.

It must be admitted at once that during the first half century of the history of the Madras University, the control over the affiliated colleges was anything but satisfactory. The relations between the University and its affiliated colleges were not very clearly defined. The unfortunate

consequence was that the ties between the University and its colleges were of the loosest type, and such responsibility as devolved on the University was shared with the Department of Education. Under these conditions some of the affiliated institutions were found in point of organisation, equipment, discipline and methods of instruction, far from ideal. But it must be observed that these circumstances were not inherent defects of the affiliating type of University ; they could be, and have been since then, considerably rectified.

Whatever may have been the shortcomings of the affiliating University, there must always be set against these defects the fact that the result of the affiliating method has been to establish throughout the Presidency a number of colleges in which education is imparted, colleges with distinct individuality and traditions. Theoretical objections to the affiliating type and the realisation of the fact that a better form is now possible must not blind us to the fact that the rapid progress of education was made possible during the latter half of the 19th century only through the affiliating University. " Though in its essence an examining body ", said Mr. J. B. Bilderbeck in his address to the graduates at the Convocation of the Madras University in 1905, " the University has called into existence a large number of colleges in some of which, whatever the scoffers may say, an education of no despicable character is given ".

Like affiliation, examination which was the other important function of the University has also been subjected to endless criticism. The excessive domination of the examination and the consequent premium placed on memorizing often ill-digested facts, no doubt, produced in the students and teachers effects which were not conducive to the growth of real learning. But it is well to remember that the evils of examinations have been exaggerated. Though some of the consequences are really indefensible, it is a one-sided view to hold that examinations have produced nothing but evil and that they should be totally discarded. Examinations have promoted industry, concentration and the acquisition of knowledge which have enabled many products of the University to shine in later life. Some of the older *alumni* of the Madras University attained remarkable distinction in their respective walks of life. Among the galaxy of eminent men that this University has produced in the early period, there were statesmen, administrators, educationists, lawyers, and journalists like Sir T. Madhava Rao, Sir K. Seshadri Aiyar, Sri Srinivasaraghava Aiyangar, Sir T. Muthuswamy Aiyar, Sir V. Bhashyam Aiyangar, Sir C. Sankaran Nayar, Sri V. Krishnaswami Aiyar, Sri Ramaswami Raju, Sir P. S. Sivaswami Aiyar, Prof. P. Ranganatha Mudaliar and Prof. P. Sundaram Pillai—to mention a few. These and many more men of distinction are stalwarts of whom any country and any University can be legitimately proud. It is but fair to add that whatever might have been the inborn talents of persons they could not have risen

to their full heights but for the training received by them at the schools and colleges and the high standards insisted on by the University.

In this connection it may be observed that the Madras University, perhaps more than any other University in the whole of India, has established almost from the outset a high standard of examinations and also of courses of study. Several persons including competent outsiders have from time to time paid glowing tributes to the high attainments of the products of the Madras University. No wonder that the weight of the Degrees of this University has always been recognised by learned bodies in all parts of the world. As early as 1860, in the course of his address to the graduates of the Madras University, Mr. J. D. Mayne said : " It is the unanimous opinion of the Examiners that it is fully as difficult to obtain a first rank among the Bachelors of Arts in Madras, as to obtain a Second Honours in England and those who receive the diplomas of this University will go forth into the world, stamped as the possessors of knowledge far more extensive and accurate than would be evinced by the acquisition of a similar diploma at home ". This reputation acquired at the outset was carefully maintained by the University in the ensuing years. Sir V. M. Coutts-Trotter, a former Chief Justice of the Madras High Court, wrote in 1929 to the Vice-Chancellor of the Madras University thus : " I am told by the members of the Sadler Commission that the quality of the Degree in the Madras University was no less than 50% higher than in other Universities. That is a thing to be proud of, and I trust that the Madras University will keep up its high standard of efficiency ".

A remarkable feature in the history of collegiate education in South India during the decade which succeeded the publication of the Education Commission's Report in 1882 was that as far as possible the Government tried to transfer many colleges formerly under their control to the management of Local Boards. This idea had been suggested by the Education Commission, but in no other province was the recommendation of the Commission regarding the withdrawal of Government from the direct management of colleges carried out so effectually as in Madras. Mr. Grigg, the Director of Public Instruction, set himself at an early period of his administration to induce private individuals, committees or Local Boards, to undertake the management of Government Colleges. The result was that while in 1881 there were ten colleges under the management of the Government, the number was reduced to three by 1893. The Government Colleges at Salem and Bellary were transferred to the respective Municipalities, while the colleges at Berhampore and Madurai were transferred to Local Committees. The colleges at Cuddalore and Calicut were closed down because in their neighbourhood there existed other flourishing institutions. Mr. Grigg's considered view about Government Colleges was that they must serve as model institutions for Colleges under private management.

Women's Education :

But neither the Government nor the private agencies of education achieved any measure of commendable success in the sphere of Women's education. For quite a long time after the rise of the Madras University, the women of the Presidency did not take to collegiate education. Even in respect of Secondary education, the number of girls who availed themselves of it was very small. Though Indians of the bygone ages had provided higher education for their women, during the mediaeval and later times, the social changes which had appeared in the meanwhile were responsible for the seclusion of women and the neglect of their systematic education.

Nor did the Despatches of 1854 and of 1859 provide specific prescriptions for the promotion of this important aspect of education.[1] Though occasionally some attempts had been made by missionaries to establish elementary schools for girls, it was not until 1866 that the subject came under the serious consideration of Government. At the outset, however, elementary education alone, and that too, not adequately, received attention. " By the initial restriction of their educational efforts to the male population they brought a line of division where it had never existed before, within the household." [2]

The Government of India assigned in 1868 a sum of Rs. 12,000 every year for the maintenance of a Government Female Normal School at each of the Presidency towns for the purpose of training teachers. Mrs. Brander who was appointed the first Superintendent of the Normal School at Madras and afterwards as the first Inspectress of Girls' Schools has contributed very much to the development of women's education in the Madras Presidency. The number of elementary schools for girls increased and a few secondary schools also appeared. The creation of a special inspecting agency for the girls' schools gave an impetus to the development of women's education. It led to the introduction into the courses of studies of subjects specially suited to girls. The courses of instruction became diversified. Greater attention was paid to Needle-work, Object lessons and the Kindergarten method of instruction, whilst a vernacular literature suited for girls was slowly growing up. " The Madras Presidency," says Mr. S. Sathianathan, " may, therefore, well claim the credit of being the first to modify the system to suit the requirements of the education of girls ".[3]

The period commencing from 1882 witnessed a notable increase in the number of Secondary as well as Primary Schools. The invigorated local

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[1] The Despatch of 1854 had, however, directed that female education should receive the frank and cordial support of Government, as by " this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men."

[2] Arthur Mayhew, The Education of India, (1926) p. 96.

[3] Sathianathan : History of Education in the Madras Presidency : p. 224.

bodies under the scheme of Lord Ripon's famous reorganisation of Local Self-Government, and also the missionaries, played an increasing role in the establishment of girls' schools. It is learnt that while there were only 8 High Schools for Girls in 1881 their number had increased to 34 by the year 1904. Besides, the various Training Schools for Mistresses were equipping an increasingly large number of professionally qualified teachers year after year.

But unfortunately, still only a few took to higher education. For example, up to 1893 only 183 women had passed the Matriculation examination since the establishment of the University. Among them no more than seven had appeared till 1893 for the B.A. Degree examination; though six of them had passed the examination, two in the Second Class and four in the Third Class.[1] It may be mentioned in passing that among Indians, the Christians were the people who took to English education with a certain measure of enthusiasm ; the Hindus and Muhammadans kept themselves away from it, with very few exceptions. Out of the 183 women candidates who passed the Matriculation up to 1893, for example, 150 were Europeans or Eurasians, and 27 Indian Christians. Of the remaining, one was a Brahmin, one a Muhammadan and four were Parsis. Thus it could hardly be said that there were even the faint beginnings of higher education among the Hindu girls. Apart from the seclusion of girls from an early age, the strong desire for material gain which has done so much to further the education of the young men of India did not then operate in the case of girls. Indian parents displayed in general an apathy with regard to the education of their daughters which, not infrequently, rose to a positive prejudice against it. Gradually the attitude of people changed and by degrees Hindu and Muslim girls took to collegiate education.

By 1904, the Madras Presidency had three colleges for women, though they were all of the Second Grade, teaching up to the Intermediate. The Sarah Tucker College, Palamcottah, was founded as a school in 1864 in memory of Miss Sarah Tucker, and was raised to the status of a college in 1896. The two other colleges were in Madras ; they were both Catholic Convent Schools which opened college classes. They were the Presentation Convent College, Vepery, and the St. Mary's Presentation Convent College, Black Town. But it is significant that the college classes of the three institutions had only an aggregate of ten pupils at the end of 1901-02. But a few girls studied in the common colleges as well, for we learn that in that year there were 35 lady students studying in colleges. It is interesting to observe that during the quinquennium 1897-1902, three women students of South India took the M.A. Degree of the Madras University, though in 1901-02 only one Madras student qualified for the B.A. Degree.

[1] The Thirty-eighth Annual Report of the Syndicate of the University of Madras. 1893-94. p. 35.

Many educationists and South Indian leaders of society realised the importance of women's education. It was increasingly realised that a society composed of educated men and uneducated women can never be a progressive society. "It is only when the disparity in education between the men and the women of the family is reduced", said Sir P. S. Sivaswamy Aiyar in his address to the graduates of the Madras University at the Convocation held in 1914, "that it will be possible to expect the end of the double life led by our educated countrymen." Fortunately the position changed for the better in the succeeding years of the Madras University's history.

Physical Education :

Neither in the Government Colleges and Schools nor in the aided institutions did physical education receive attention for quite a long time. It took years for the educationists in India to realise that physical development was as important as intellectual development in any scheme of sound education. A few of the colleges and schools under European Principals and Headmasters provided scope for games like football and cricket, and also for athletic sports. But whatever was done was entirely the result of private effort ; neither the University nor the Government insisted upon the educational institutions providing for games, athletics or any other form of physical education. It was not until 1877 that a lump assignment was sanctioned by the Government for expenditure on gymnasia and other equipments. The Department of Education issued a circular suggesting the introduction of a system of physical education in the schools of the Presidency. But there was little response in that year and nothing was done to promote this essential branch of education. In 1878 a half-hearted beginning was made in the way of establishing gymnasia and promoting physical training in the Government schools. Apparatus was purchased and instructors were employed at certain Zillah schools, while similar arrangements were made in other Government schools in the following year. The only aided school which received a grant in 1879 for a gymnastic teacher was the Pachaiyappa's Branch High School, Chidambaram. Gymnastic instructors were appointed in 1879 in all the second grade colleges and high schools managed by the Government. The same year the Government directed the levy of a reasonable fee in all the institutions in which a gymnasium had been established to recoup the expenditure incurred for the purchase of apparatus and salaries of teachers. Nevertheless the aided colleges and schools which provided physical education were few.

It was only after 1881 that a systematic effort in this direction was made in the colleges and schools in South India. Mr. Grigg of the Education Department devoted special attention to this question. He was chiefly instrumental in bringing into existence the Physical Training and Field

Games Association in the year 1881. In the Grant-in-aid Code of 1885 special scholarships were provided to induce young men to undergo training to qualify for the post of gymnastic instructors in schools and colleges. About 1885 a marked advance took place not only in organising gymnasia and in introducing regular gymnastic instruction in most schools and colleges, but also in promoting amongst pupils a love of out-door games such as football, cricket, badminton, and lawn-tennis. The students at colleges began gradually to take an enthusiastic interest in the games. The European Principals and Professors evinced keen interest in the promotion of the outdoor games, and in due course, certain of the Indian members of the staff also followed their footsteps; but the percentage of students who participated in games remained low. The vast majority of the students in the colleges outside Madras neglected this important branch of education.

CHAPTER V

The New Role of the University (1904-23)

" *Universities are the homes of intellectual adventure.*"

—DR. RADHAKRISHNAN COMMISSION REPORT.

The Act of 1904 :

Soon after his assumption of office as Governor-General of India in 1899, Lord Curzon of Kedleston addressed himself with his characteristic zeal and energy to the question of improving Indian education. Realising the urgent need for drastic changes in the educational system operating in the land, he appointed in 1902 a committee of experts presided over by the Hon'ble Sir Thomas Raleigh, the Law Member of the Governor-General's Council, to inquire among other educational features, into the working of the Universities and to suggest the necessary improvements. On the basis of the report submitted by the Committee early in 1904, the Government of India framed a comprehensive bill modifying the constitutions of the various University bodies, their powers and privileges on the one hand and suggesting new and important functions to be assumed by the Universities. In the opinion of the Committee, the Senates had become unwieldy, and therefore, they recommended the organisation of more compact Senates, limiting their maximum numerical strength. Provision was made for the increased employment of election in place of nomination in respect of the composition of the Senates. However, among the nominated members there was to be a larger proportion of officials of the Government, and this move to officialise the Senate provoked loud protests from several quarters.[1]

The new functions of the University :

Apart from enforcing the constitutional change, the Act of 1904 is memorable in the history of Higher Education in India for widening the scope and functions of the Universities in the country so as to include teaching and research in addition to the original responsibilities of affiliating educational institutions and conducting examinations. This was unquestionably the most radical change introduced by the Act, for it tended to place the Universities on a new footing, making them play a new and

[1] Lord Curzon's University Act roused a storm of opposition because of the apprehension that it would weaken the control of the Indian non-officials over the Universities,

important role in the field of Indian education. At the same time, an improvement in the discharge of the earlier function of affiliation was felt imperative. A larger measure of control on the part of the University over its affiliated colleges was insisted upon than had been so far exercised. The buildings, staff and other equipment of the colleges needed careful scrutiny and vast improvement. The importance of promoting corporate life among the students of a college through the provision of suitable hostels was emphasised. In order to ascertain the existing conditions and to suggest the necessary improvements, a system of periodic inspection of the affiliated colleges was prescribed. But the assumption of all these responsibilities was bound to entail heavy expenditure, and the Government of India handsomely agreed to provide the financial aid needed for the implementation of the recommendations, particularly in respect of the opening of teaching and research departments in the Universities.

Government aid :

The University of Madras received in 1911 a recurring grant of Rs. 65,000 and a non-recurring grant of Rs. 4,00,000 from the Government of India towards the development of the new activities. The Madras University at once constituted a special committee of the Syndicate with the Vice-Chancellor as the Convener in order to suggest the details of the scheme for realising the objective adumbrated by the Government of India Act of 1904. On the recommendations of this Committee, the University authorities decided to request the Provincial Government for an additional grant which was found necessary for giving effect to all the schemes. In 1912, the Government of Madras was pleased to make a special grant of Rs. 20,000/-. About this time the Madras University was actively engaged in organising an ambitious building programme to house the University offices, the University Library and the Oriental Manuscripts Library. Therefore, there were heavy demands on the slender resources of the University. Fortunately, the Government of India were pleased to sanction an additional non-recurring grant of three lakhs of rupees for expenditure spread over three years upon capital objects connected with the development of the University's new projects. In the light of this additional grant the Syndicate reconsidered the details regarding the organisation of the research departments, and the final proposals were sent to the Provincial and Imperial Governments and their approval obtained.

Creation of Research Departments :

In 1914, the three earliest departments of research and teaching, namely, those of Indian History and Archaeology, of Indian Economics and of Comparative Philology were proposed to be established. To start with,

each of these departments was to consist of a Professor. In respect of the languages the original idea was to appoint one Professor of Dravidian Philology and another of Comparative Philology and Sanskrit. It was found, however, that no suitable person was available for the Professorship of Dravidian Philology. Consequently, the University authorities decided to appoint in lieu of that Professorship four Readers for a period of two years as an experimental measure. The Readers were to be chosen from suitable candidates having proficiency in the Dravidian languages of Tamil, Telugu, Kannada and Malayalam and to be constituted into one department under the Professor of Comparative Philology and Sanskrit. This arrangement was tried for the two years, but at the end of the period, the Syndicate decided to discontinue the Readerships.

The appointment of suitable Professors for the three chairs did not by any means prove easy, for in certain cases the persons selected were not able to leave their earlier posts and assume charge of their work in the Madras University. Eventually, Dr. Mark Collins was appointed to the chair of Comparative Philology and Sanskrit, Sri S. Krishnaswamy Aiyangar of the Mysore Educational Service to the chair of Indian History and Archaeology and Dr. Gilbert Slater, Principal of the Ruskin College, Oxford, to that of Indian Economics. Though the establishment of these departments of advanced study and research marked a beginning in the proper direction, there was little room for complacent satisfaction, because many more branches of learning needed similar organisation. The authorities of the Madras University were perfectly alive to the importance and urgency of an extension of the scheme, but their enthusiasm was severely restrained by the financial consideration.

Paucity of private benefactions :

In this connection it is well to remember that during the initial stages of the new development of the Madras University she was much less fortunate than the sister Universities of India, not to speak of numerous others of foreign countries.[1] Not only were the contributions of the Government much more limited, but what was worse, donations from private benefactors were notably few. The realisation of the supreme importance of philanthropists developing the sacred temple of learning through munificent donations was yet slow in appearing in this part of the country. The comparative dearth of wealthy magnates in the region is at best but a partial explanation.

Be that as it may, it is significant that about this time the University of Calcutta was admirably forging ahead with her schemes of development thanks to the generous grants of the Central Government and the large

[1] " The English Universities are monuments of private liberality and many American Universities are the fruits of the munificence of single individuals."

donations of philanthropic citizens. By 1917, when only three departments had been opened in the Madras University, there were in Calcutta, the three chairs established and maintained by the Government of India, namely the Minto Professorship of Economics, the George V Professorship of Mental and Moral Science and the Hardinge Professorship of Higher Mathematics, in addition to which there were the four chairs, one, the Carmichael Professorship of Ancient Indian History and Culture, another, the Professorship of Comparative Philology, and two Professorships of English. The last-mentioned four were maintained by the Calcutta University from its general funds. Of greater significance were the departments which had been established through private donations. The chairs endowed by philanthropic munificence were the Palit Professorships of Chemistry and Physics, to which were appointed Sir P. C. Ray and Sir C. V. Raman respectively, the Tagore Law Professorship, to which an incumbent was annually elected by the Senate, and lastly the Ghosh Professorships of Applied Mathematics, Physics, Chemistry and Botany. Besides, it is important to observe that under the Palit and Ghosh endowments numerous research fellowships and scholarships were founded in addition to the well known Premchand Roychand research studentships and the Guruprasanna Scholarship.

As against this record, the total endowment made to the Madras University down to 1914 amounted barely to about two and a half lakhs of rupees, and this sum itself was made up of about fifty-five separate endowments, the majority of which were small, yielding just enough to provide an annual prize. A beginning was, however, made in 1914 in the creation of a general fund called the " University Expansion Fund ", and the first contributor to this fund was Sri K. Raghavachariar. Another benefactor in the same year was Sri S. Srinivasa Aiyangar, the distinguished lawyer, who gave a sum of Rs. 10,000 to found a prize for Economics in memory of Sri Gopala Krishna Gokhale. A similar amount was endowed by the Hon'ble Sri P. Rama Rayaningar towards the encouragement of the publication of scientific literature in Telugu. But these donations were hardly commensurate with the requirements of a growing University.

The progress of research :

However, the few research departments started in the Madras University in 1914-15 continued to function satisfactorily. Provision was made for research studentships for suitable candidates to work under the guidance of Professors. As early as the 25th of November, 1909, regulations providing for the institution of research studentships had been passed. It is noteworthy that research studentships were tenable not only in the University departments but in other suitable institutions as well,

Where there were competent Professors in any of the well-equipped colleges, like the Presidency College, Christian College or the Madras Medical or Engineering Colleges, research studentships of the University were tenable. Thus in 1914, two students in Chemistry who were working in the Presidency College and one in Medicine working in the Madras Medical College, were awarded studentships. Within the University itself, the earliest research student was appointed to work under the supervision of the Professor of Indian History and Archaeology in July 1914. The candidates for studentships had first to be recommended, as at present, by the respective Boards of Studies, and the recommendations were considered and the awards made by the Syndicate of the University. The researches of the Professors and Research Students as well as special lectures delivered by the Professors were arranged to be printed and published with effect from 1917.

Encouragement for scholars of merit :

It is remarkable that the Madras University was eager to provide all facilities and encouragement for scholars of outstanding merit. In 1906, the Vice-Chancellor, on the recommendation of the Syndicate, selected Sri Benegal Narasinga Rau, B.A., for the Government of India scholarship, which was placed that year at the disposal of the Madras University. Sri Narasinga Rau, a student of Presideney College, had an exceptionally distinguished career in the University. The most prominent case which received great attention and patronage at the hands of the Madras University was that of Sri S. Ramanujam, the brilliant mathematical prodigy. At first, the University granted him an ordinary research studentship for two years. In January 1914, the Syndicate awarded him a special scholarship of £ 50 tenable in the United Kingdom for two years. The Government of India scholarship tenable in England, which was placed at the disposal of the Madras University in 1915, was awarded to Sri S. S. Suryanarayana, a distinguished graduate of the Madras University in Mental and Moral Science.

For the first time in the history of the Madras University, the Doctorate Degrees were introduced with effect from 18th January, 1923. The Degree of M.O.L., which was predominantly a research degree in respect of Oriental Languages, was introduced about the same time. At its meeting held on 4th March, 1922, the Senate adopted alterations relating to the Oriental Titles examinations, providing for the Degree of Master of Oriental Learning.

Teaching :

Besides themselves undertaking and supervising research, the Professors of the University delivered lectures particularly to the B.A. Honours students

studying in the colleges. By 1911, the new B.A. Honours courses were opened in some of the advanced colleges affiliated to the University. This new course of study itself was a product of the changed attitude towards higher education emanating from the Act of 1904. The authorities of the Madras University had been considering the details of a suitable course of study which would be more specialised and advanced than the B.A. Degree course so that the top-ranking students could have the best opportunity of developing their talents. After elaborate consideration the Madras University instituted the three-year Honours course, to which those who had passed the Intermediate examination with credit were eligible for admission. Some of the outstanding evils of University education rampant at the time were expected to be mitigated by this change. Many critics had, both before and after the Act of 1904, held that examinations had dominated and very nearly swamped the educational system, with the result that a premium had been set on cramming, affording little scope for the encouragement of original or independent thinking. " Long years passed under the influence of the old examining Universities," observed Nawab Imadul-mulk Bahadur Syed Hussain Bilgrani candidly in his Convocation address to the graduates of 1916, " when cramming the contents of the so-called ' Notes ' and ' Keys ' to text-books was everything, and the personal influence and guidance of professors and teachers counted for nothing." It was fondly hoped that some of these appalling defects might be obviated by the institution of the Honours courses. No doubt, ever since their introduction, the Honours classes have been popular and normally the better group of students have taken to them. In the earlier years of the history of the Honours courses, the number of students admitted each year was small and intimate contact between the teacher and the taught, therefore, was feasible. Though examinations figured prominently in the Honours, too, yet, comparatively there was larger scope for wide reading, specialisation, and independent thinking.

It was but appropriate that the newly appointed Professors of the University should have been expected to give the Honours students in their respective subjects the benefit of their special knowledge. A scheme of lectures was accordingly drawn up and conducted with effect from the academic year 1916-17. It is interesting to learn that the Professors delivered lectures on their respective subjects not only in Madras for the benefit of the Honours students of the city colleges but also in other centres having colleges which ran the Honours courses. Thus, in 1916, the University Professor of Indian Economics delivered a course of lectures in Madras, Tiruchirapalli and Trivandrum on " Applications of Economic Theory to Indian and particularly South Indian conditions ". The Professor of Indian Economics also delivered a number of public lectures on subjects pertaining to Economics at Kumbakonam, Madurai and Trivandrum. In the same

year, 1916-17, the Professor of Indian History and Archaeology delivered a course of lectures to the Honours students in Madras as well as two public lectures on the " Antiquities of Mahabalipuram ". During the same year the Professor of Comparative Philology and Sanskrit delivered a course of lectures in the city of Madras on the ' Main features and fundamental phenomena of Comparative Philology with more particular reference to the Phonology and Morphology of the Germanic and Aryan Languages '.

Vacation Lectures :

In this connection it may be mentioned that several years before the establishment of departments of teaching and research at the University, the practice of conducting ' Vacation Lectures ' for the benefit of teachers had been introduced under the auspices of the University. For the first time a course of ' Vacation Lectures ' in History, Geography and Physical Sciences was organised during the Christmas holidays of December 1908. The money needed for the expenses connected with the Vacation Lectures was met from the University Fee Fund with the approval of the Madras Government. This wholesome practice was continued by the University for a few years more, after which it was given up, apparently, on account of shortage of funds.

Inter-collegiate Lectures :

The system of Inter-collegiate lectures was begun in 1912, though it was limited to one subject and confined to the students of two colleges only. It was introduced in order to benefit the students of the B.A. Honours classes in English Language and Literature belonging to the Madras Christian College and Presidency College. A co-ordinated time-table of lectures was arranged so as to facilitate attendance at the common lectures in the two institutions. The students of one college could not only attend the lectures but also use the library of the other college and were entitled to combine their attendance in the two colleges for the purpose of the annual certificates. The real importance of this scheme lay in providing scope for contact on the part of the students of the two colleges with each other on the one hand, and with a wider circle of Professors on the other. In truth, the contact of students with Professors of eminence forms an important part of real education. " It is not spacious halls, beautiful buildings, elaborate equipments, or splendid endowments ", observed the learned Judge, Hon'ble K. Srinivasa Aiyangar, in the course of his Convocation Address to the graduates of the Madras University in 1920, " that make the University ; all these are useful, greatly useful ; but it is teachers of renown, teachers whose mere presence is an inspiration, men who have been privileged to gaze into the infinite, calm and serene, all dross burnt out of them by the fire of their knowledge." Thus, though limited in scope, the beginning made in the matter of Inter-collegiate lectures was a

move in the right direction. The organisation of these lectures was not a part of the responsibilities of the University ; but it was done with the approval of the University. This practice was continued regularly for several years till the location of the Madras Christian College was shifted from the Esplanade to Tambaram in the year 1937. Recently it has been resumed with advantage despite the long distance between the two colleges.

Special Lectures :

Besides the lectures delivered by the Professors of the University to the Honours students, special lectures by experts on various subjects of academic importance were arranged by the University. Thus, Mr. Daniel Jones, Lecturer in Phonetics, in the University College, London, and Joint Secretary of the International Phonetic Association, who visited India in December 1911, delivered under the auspices of the Madras University a course of lectures on Phonetics.

In 1914, on the request of the Syndicate of the Madras University, arrangements were made for a course of lectures to be delivered in Madras by Mr. E. H. Neville, Fellow of Trinity College, Cambridge, on ' Differential Geometry ', extending over five weeks during the months of January and February 1914. Similarly in the same year other experts from abroad like Professor Patrick Geddes of Dundee came and lectured on ' Evolution and connected subjects ', W. H. Eccles of the University College, London, on ' High Frequency Current and Electric Waves ', and Mr. Rosenham, the Superintendent, Metallurgical Department, National Physical Laboratory, England, on ' Recent advances in our knowledge of Metals '. In 1915, Sri K. Krishna Aiyangar of Mysore delivered a course of lectures on Architecture. Whenever feasible this wholesome practice of securing the services of distinguished experts to deliver lectures under the auspices of the University was continued. The expenses connected with these lectures were defrayed, with the consent of the Madras Government, from the annual recurring grant of Rs. 65,000 bestowed by the Government of India.

Changes in the Courses of Studies :

The momentum given to research and teaching by the Act of 1904 was thus assuming varied forms. Changes in the collegiate courses of study were felt necessary in order to reduce some of the crying evils of the educational pattern. A thorough revision of the system beginning from the Matriculation was contemplated. A committee of the Senate was appointed on 16th December 1905, and in consultation with the several Boards of Studies, it engaged itself in forming the Regulations relating to the courses of studies, Examinations, Degrees and allied matters. From April the Committee was absorbed in this task till November 1906, having met on

35 occasions since its appointment. After careful consideration, the Government approved the modified courses of study under sub-section (2) of Section 26 of the Indian Universities Act of 1904. The revised regulations were published in December, 1906.

The Intermediate :

The new courses of study which were finally decided upon by the authorities were commenced from the academic year 1909-10. One of the most important changes was that the Intermediate took the place of the old First Arts Examination with effect from 1911-12. For the Intermediate, the courses of studies were in a measure lightened, but the real object of the change was to provide for the commencement of some specialisation and independent thinking. It was as a corollary to the Intermediate course that the B.A. Honours course was introduced, as mentioned earlier. The brighter pupils passing the Intermediate examination were expected to avail themselves of the intensive Honours course which was meant to provide scope for intimate contact between the teacher and the taught. There is little doubt that in the earlier years of the Honours courses the intended objects were realised.

The S. S. L. C. :

About the same time the Secondary School Leaving Certificate examination was introduced as an alternative to the Matriculation. The S.S.L.C. insisted upon a regular school course ; it was on the whole lighter than the Matriculation, and naturally it became immensely popular. In fact, as an immediate result of the changes effected in the educational system from 1909 to 1911, there was an enormous increase of admissions to colleges. For example, while during the period 1905 to 1910 the number of candidates for the F.A. Examination was always under 2,700, the number for the Intermediate examination which replaced the F.A. was over 4,700 in 1916. And it has continued to increase ever since. There is some truth in the charge that while the old Matriculation frequently shut out a large number of suitable students from the higher courses, the new system of admissions to colleges under the S.S.L.C. scheme, has resulted in the admission of a large number of unfit candidates. However, the solution should lie not in the exclusion of a large number from higher education as has often been urged ; but in such a diversification of the system of training as to offer to the weaker candidates a course suited to their equipment.

A period of transition : Efficient administration :

Be that as it may, the era which followed the Act of 1904 witnessed changes over the entire field of higher education. These demanded patient and skilful handling of the problems. Fortunately, the Madras University was under the stewardship of able administrators who shouldered the

responsibilities with efficiency and tact. For eight years (1908-16) the Vice-Chancellor was Sir John Wallis, the Chief Justice of the High Court, who brought to bear remarkable skill in shaping the policy of higher education during the period of transition. He was succeeded by the Hon'ble Sir P. S. Sivaswami Aiyar, K.C.S.I., an erudite scholar and an able administrator, who had previously had an intimate experience of University activities for some years as a distinguished member of the Syndicate. To Sir Sivaswami Aiyar belongs the distinction of having been the only Indian Vice-Chancellor in the history of the Madras University prior to the Act of 1923, with the exception of Sir Subrahmania Aiyar, K.C.I.E., who held office as Vice-Chancellor for a few months in 1904.

Inspection of Colleges :

One of the important effects of the Act of 1904 was the organisation of a systematic inspection of the affiliated colleges by a committee of educational experts appointed by the University. It is notable how both the Central and Provincial Governments were keen on periodic inspection of the colleges. The Provincial Government promised a grant of Rs. 15,000 for meeting the initial expenditure. The pressure exerted on the University of Madras is perfectly understandable because, for a considerable time this University had not undertaken this responsibility of inspection regularly. Even in 1917, while the Calcutta and Punjab Universities decided to inspect the Colleges once a year, Bombay once in three years, and Allahabad once in five years, the Madras University did not fix any interval between inspections.

The Inspection Commission visited in 1905 all the institutions affiliated to the Madras University and they submitted their report to the authorities. The consolidated report contained observations on the individual colleges, pointing out their specific defects and making recommendations for remedying them. The report dealt with each college under the headings of (1) the history of the institution, (2) constitution and management, (3) teaching staff and methods of teaching adopted, (4) the college buildings and hostels, (5) equipment, (6) strength, (7) finance, (8) library, (9) registers, and (10) general and miscellaneous matters pertaining to the college.

The Report of the Inspection Commission revealed several features which called for immediate action. Apart from inadequate accommodation, insanitary surroundings, and poor library equipment, the most common defects in respect of non-government colleges were the lack of properly qualified lecturers, of reasonable scales of pay and prospects for the staff, and above all the absence of adequate safeguards for the Principal and staff from unnecessary interference in the administration of the college by the

Managing body. The University drew the attention of the college authorities to these drawbacks and called upon them to remedy them speedily.

Another Inspection Commission was set on its work by the University in 1910, which reported that, while attempts had been made by certain colleges to remedy the defects, several had done little. Strong admonitions and even threats of disaffiliation were administered. The tendency to cram the students with information useful for the examination and the extensive use of ' made-easy ' books and annotated editions of text books were evils to which attention was drawn. Perhaps one of the worst drawbacks was the want of well-managed hostels where the angularities and oddities of students could be rubbed off and the ideals of a corporate life could be inculcated.

Hostels :

The University of Madras attempted to do something in the direction of improving the residential facilities of students studying in the city colleges. The organisation called the ' Association of the Madras Students' Hostels ' had been set up as early as 1894, but it was not until 1905 that the University began to exercise a dominant voice over the management of the Association. For the first time the Syndicate was authorised to elect eight members of the Council of Governors of the Madras Students' Hostels. This gave the University an opportunity to regulate the affairs of the students' hostels in the city of Madras.

Nevertheless, with the lapse of years and with the enormous increase in the number of students in the city colleges, the residential facilities proved unsatisfactory. Therefore, the University authorities appointed a Committee of the Senate on November 20, 1914, in order to enquire into the adequacy and nature of the accommodation provided for the students in the colleges in the Madras city and to make proposals for providing better accommodation. The report of this Committee revealed the very unsatisfactory condition which prevailed and, therefore, the University addressed a request to the Government Colleges, and also wrote to the managements of the other colleges calling upon them to open hostels attached to their institutions. Moreover, the Syndicate, on the suggestion of the Senate Committee mentioned above, decided that each college affiliated to the University should be required to make an annual return showing the number of students living in hostels, those living with relatives, and those residing in lodgings.

The Resolution of 1913 :

There is little doubt that the Act of 1904 benefitted the Universities considerably and improved their position and functions. The next stage

in the progress of the University is indicated by the Resolution of the Government of India on Education published in 1913. This Resolution, while admitting the benefits that had accrued by the Act of 1904, added that 'the condition of University education is still far from satisfactory in regard to residential arrangements, control, the courses of study and the system of examination'. It was realised that the day was probably far distant when India would be able to dispense altogether with the affiliating University. But with a view to eradicating the defective conditions, the Resolution recommended the restriction of the area of jurisdiction of Universities over the affiliated colleges so as to have a separate University for each of the leading provinces in India. The Resolution also urged the creation of unitary teaching and residential Universities. In pursuance of this Resolution of 1913 the University of Mysore was founded in 1917 and the University of Hyderabad in 1918. The Mysore University, the first to be founded in an Indian State, was also the first University to make an incursion into the jurisdiction of the Madras University, to which all the colleges in the State were till then affiliated. Though on the wake of the Resolution of 1913 certain unitary Universities were established in North India, none appeared in the South. But though residential Universities did not yet make their appearance, the importance of hostel life was more and more realised, and gradually the number of hostels increased. It was accepted on all hands that if the Universities were to constitute a strength to the life of the nation, inspiring it with thought and infusing it with the spirit that unites, attention must be paid to the conditions of residence which were looked upon as no less vital than those of instruction.

The Calcutta University Commission Report :

The next landmark in the history of University education in India was the appointment of the Calcutta University Commission in 1917 under the chairmanship of Sir Michael Sadler. The terms of reference included all aspects of collegiate and University education. Problems of secondary education were not excluded from its purview, and it was expected to study the organisation and working of other Indian Universities to help it to formulate the policy of the Calcutta University. Though primarily concerned with the Calcutta University, in fact, the recommendations of the Commission were of vital import to University education throughout India. The several recommendations embodied in this monumental Report have influenced University legislation in Madras as elsewhere in India. The Commission, besides emphasising the importance of establishing Unitary Universities, advocated less of Government control over universities, a greater participation by teachers in the government of the Universities, the appointment of full-time Vice-Chancellors, and closer co-operation between the Universities and the colleges. It is noteworthy that the

Sadler Commission recommended the transfer of the Intermediate classes to Secondary institutions and the extension of the duration of the Degree Course to three years after the Intermediate stage. Thus the change set on foot by the present 'Three-year Degree Course', formed one of the recommendations of the Calcutta University Commission. Special attention was to be paid to women's education as well as to vocational and professional training.

CHAPTER VI

The Modern Epoch (1923-56)

" *The theory that University education is for the select few, that it should aim chiefly at research, discovery and invention, that large passes and large admissions will but vulgarise it, is not the whole truth. There is room for extensive as well as intensive developments.*"

C. R. REDDY.

A period of many-sided progress :

The period commencing from 1923 has been one of exceptional importance in the history of the Madras University. There occurred in the first place a radical change in the authorities who exercised control over education as well as in the nature of the control ; secondly, there appeared a remarkable expansion of teaching and research activities of the University ; thirdly, the condition of the affiliated colleges received greater attention and an attempt was made to remedy their shortcomings. There was an unprecedented rush for higher education, and many new colleges were opened, which outnumbered those that went over to the newly started Universities. Fourthly, this period witnessed an intensive study of the educational problems of the country by experts. Valuable reports appeared describing the prevailing conditions and suggesting necessary reforms. Their recommendations exercised a vital influence on the activities of the Madras University. Among the Commissions which studied and reported on the state of higher education, special mention may be made of the Lindsay Commission on Christian education in India, the Kamal Yar Jung Committee on Muslim education in the country, the Sir S. Radhakrishnan Commission on University education and the Sir A. Lakshmanaswami Mudaliar Commission on Secondary Education. Though the first two were mainly concerned with certain aspects of higher education, their reports had far-reaching effects on the activities of the Universities. The report of the Secondary Education Commission, while focussing attention on the pre-university stage, made important recommendations in respect of collegiate education as well. Finally, the modern phase of the Madras University's history has coincided with momentous constitutional changes in the country. The establishment of Provincial Autonomy in 1937 and the attainment of national freedom in 1947 brought in their wake vast changes, political, social and cultural. There appeared a wider conception of education and its responsibilities.

It is gratifying to observe that the Madras University has admirably attuned herself to the new conditions.

Act VII of 1923 :

This adaptability on the part of the Madras University was made possible through the salutary changes introduced by Act VII of 1923. This Act was the first legislative enactment pertaining to the University passed by the Provincial Legislature, for, according to the Government of India Act of 1919, Education had come entirely under Provincial control. Furthermore, Education, as one of the nation-building Departments, had become a 'transferred subject', entrusted to the charge of a popularly elected Minister. Apart from the significance of this feature, the Madras University Act VII of 1923 itself conferred on the University a large measure of autonomy, because the former provision which required the Government's approval for all changes in the rules and regulations of the University was abrogated by this Act. This virtual independence of the University is of no small importance in promoting academic progress and in endowing the University with a character and life of its own. Speaking at the Convocation of a sister University, as far back as 1867, the Governor of Bombay, as Chancellor, said, " I have a clear conviction that 'the political Government' of this country could hardly commit a greater mistake than by attempting to convert the University into a 'mere office or department of the State'. I have ever felt most strongly ", he continued, " the importance of those truths so well expressed in the address that any loss of dignity or independence in the University involves also a loss of the highest kind of efficiency ". Fortunately, ever since the passing of the Act of 1923, the relationship between the Government and the University of Madras has been perfectly cordial and harmonious.

Full-time Vice-Chancellor :

Besides, the University Act of 1923 made the principal executive head, the Vice-Chancellor, a whole-time officer of the University. Till then, the Vice-Chancellorship was regarded as an honorary post to be filled by a prominent man who would attend to the affairs of the University in his leisure time. Writing about such honorary Vice-Chancellors in India of the earlier epoch, the Radhakrishnan Commission observed : " If he (the honorary part-time Vice-Chancellor) had academic interests, so much the better ; but, sometimes he had not. A Vice-Chancellor coming in from outside and holding office for two or three years could not become intimately acquainted with the details of administration or with the personnel of the University ". The realisation of the handicaps of the office as it stood then, is by no means to ignore the great services rendered by the earlier Vice-Chancellors, some of whom were brilliant men of high reputation. Nevertheless, it is beyond doubt that the change, introduced by the Act of

1923, in respect of the office of the Vice-Chancellor, contributed immensely to the rapid development of the Madras University.

Research Departments :

The progress of the University was prominently seen in the creation of new departments of teaching and research on the one hand and in the expansion of the existing ones on the other. The encouragement of the Oriental languages and in particular of the South Indian regional languages, rightly received the earliest attention. The importance of the conservation of the ancient learning of this land was fully realised. " This is a field of enquiry ", observed the Rev. Allan F. Gardinar in his Convocation address to the graduates of the University in 1912, " which affords unique opportunities for local research and holds out promise of a degree of success which it would be difficult to attain elsewhere ". A committee, appointed by the University authorities in August 1924 with a view to suggesting measures for the promotion of these languages, recommended the creation of an institute of Advanced Oriental study and research. The scheme was accepted by the Government with certain modifications in respect of details, and thanks to the Government grant of Rs. 21,000, the new departments were organised in the succeeding year. The departments of Tamil, Telugu, Malayalam and Kannada, as well as of Arabic, Persian and Urdu, were to function, each with a Reader and a Fellow. The Sanskrit department was placed under the charge of a Professor who was to be the Director of Dravidic studies as well. In 1930, however, the several language departments were re-organised. The post of the Director of Dravidic studies was abolished, and the senior member of the staff belonging to the Dravidian languages was entrusted with administrative co-ordination. In the re-organised scheme there was one Senior Lecturer and one Junior Lecturer for each of the Dravidian languages of Telugu, Kannada and Malayalam and a Reader for Sanskrit. The Tamil department had a Reader, a Senior Lecturer and a Junior Lecturer. In the department of Islamic studies there were to be one Senior Lecturer and two Junior Lecturers.

The strengthening of the existing departments of research was undertaken simultaneously with the creation of new ones. In 1925, the department of Indian Economics was placed on a permanent basis. No Professor had been appointed in succession to Dr. Gilbert Slater who had relinquished his office in 1921. In 1925, the Government suggested the establishment of a part-time Professorship, and accordingly, the University appointed the Professor of Economics of the Presidency College to hold the place in addition to his normal duties. A Reader and a Senior Lecturer were added to the department. In 1926, a Faculty of Commerce was organised, and a Board of Studies in Commerce was constituted. The department of

Indian History and Archaeology was strengthened by the appointment of a Reader and a Lecturer in addition to the Professor.

Science Departments :

Meanwhile, the University had sent up proposals in 1925 to the Government for opening Research departments of certain branches of Sciences. The idea was to open Research Laboratories of Zoology, Botany and Biochemistry, and the University applied to the Provincial Government for the necessary grant. After some correspondence on the matter, the Government complied with the request in 1926, and the research department of Zoology was opened at first, followed soon after by the establishment of the Botany department. Towards the construction of new buildings for housing these departments, the Government provided a generous grant of a lakh of rupees. The buildings were completed in 1936, and a full-fledged team of workers entered the field.

Other new departments :

Other departments followed in succession. In fact, commencing from 1927, several new branches of study claimed the attention of the University authorities. Between 1927 and 1947, besides the departments of Zoology, Botany, Biochemistry and Mathematics, seven more new departments were created. They were the departments of Statistics, Indian Music, Geography, Anthropology, Politics and Public Administration, Technology and Psychology. They are all engaged in research and teaching. In addition to these, Diploma courses in French, German and Journalism were started by the University. On an application made by the Vice-Chancellor in 1929, the Government of Madras were pleased to sanction an annual block grant of Rs. 3·15 lakhs, which was later increased to 6·51 lakhs in 1952-53. The University is very grateful to the Government for this kind assistance which has enabled the creation and maintenance of the new departments.

The momentum given to the establishment of new branches of learning during the early part of the modern epoch has gained strength in recent years. In 1951 the department of Applied Physics was created. As early as 1928, on the recommendation of the Board of Studies in Physics, the Academic Council had urged the need of opening a research department of Physics. But it was not until 1951 that the authorities found it possible to institute the departments of Physics, Geology, and Geophysics. On the Arts side, the same year saw the creation of the departments of Hindi and of Legal Studies. Subsequent to these there have appeared the departments of Analytical Chemistry in 1953 and of Business Management in 1955. The University intends starting a Diploma course in Archaeology in July 1957.

But the University does not rest content with the achievements of the past. There remain several branches of knowledge which demand attention. It is of supreme importance that a University attunes herself to the changes in social attitudes and new developments rapidly. Among the departments which are contemplated to be started, mention may be made of the School of Language Studies with provision for teaching European and Eastern languages including Hindi. A subject which calls for special study is Architecture, and the University has recently undertaken the organisation of a School of Architecture. A School of Public Administration with provision for conducting a Diploma or Degree course in Public Administration is another project under the active consideration of the Madras University. The only consideration which restrains still greater expansion is finance, and it is hoped that in addition to the grants and donations from the University Grants Commission and the State Government, private donations will come to the aid of the temple of learning.

The College of Technology :

Among all the departments opened during the modern epoch in the history of the University none has called for such an enormous outlay as that of Technology. But the importance and potentialities of this department can hardly be exaggerated. For several years the creation of this branch of studies had exercised the attention of the University authorities. When in 1935, the Senate proposed the opening of the Technology course, the Vice-Chancellor consulted the experts concerned and held that the branches of technology which needed immediate attention were those of hides and skins, as well as those of seeds and oils. But it was not until 1944 that the B.Sc. course in Technology was opened. In the succeeding year, the courses in Textile and Leather Technology were introduced. The College of Technology, or rather the Alagappa Chettiar College of Technology, as it is appropriately called after the philanthropic donor who helped the opening of the institution, houses the different branches of Applied Sciences.

The establishment of the College of Technology is doubtless a laudable achievement of the Madras University. It was made possible through a recurring grant of Rs. 85,000 and a non-recurring grant of Rs. 7 lakhs by the Madras Government and through the munificent contribution given by Dr. K. V. Al. Rm. Alagappa Chettiar, the liberal patron of education. In the aggregate, well over five lakhs of rupees have been donated by him towards the establishment of this institution. The University of Madras, in grateful appreciation of his princely munificence and his scholarship conferred the Honorary Degree of LL.D. on Dr. Alagappa Chettiar at a special Convocation held on the 28th July 1944. The Syndicate also resolved to name the college after him. It is but fair to add in this connection that the credit for the wise planning, the tapping of the fruitful

source, and the systematic execution of the details in the matter of organising the College, belongs to the Vice-Chancellor, Lt. Col. Sir A. Lakshmanaswami Mudaliar, the architect of the modern phase of the Madras University. He had stressed even in 1937 the importance of opening technological courses of study. "It should never be said" observed Sir A. L. Mudaliar in his Convocation address to the Madras University graduates of 1937, "that technological instruction, when properly pursued on a scientific basis, is in any way opposed to the cultivation of the mind or to the objects of the University". In truth, his far-sighted vision, organising capacity, administrative acumen, and indefatigable industry, have all contributed not only to the establishment of the technology courses on sound lines, but to the elevation of the Madras University as a whole to the lofty position it occupies at present. If the University of Madras has maintained its glorious traditions of the past and at the same time has advanced steadily on modern lines, the credit goes in no small measure to her redoubtable Vice-Chancellor, who has been guiding the destinies of the University in that capacity for over fourteen years, ably assisted by his worthy and distinguished colleagues on the Syndicate. First as a member of the Executive for nearly twenty years, and then as the Vice-Chancellor for about fifteen years, Sir A. L. Mudaliar has been actively connected with the University throughout the modern epoch of her history. His unanimous re-election in 1954 for the fifth term as the Vice-Chancellor is without precedent in the annals of this University, and it bears an eloquent testimony to the unrivalled esteem he enjoys in the educational field of South India.

Outstanding contributions of the Departments :

The departments which have been thus set up through the far-sightedness and enthusiasm of the Vice-Chancellor and the Syndicate, assisted by the grants of the Central and Provincial Governments, have been doing commendable work as will be seen from the account in a later chapter. A few of the prominent items of work may, however, be mentioned here.

The Tamil Lexicon :

The year 1936 saw the successful completion of a great and important work, the Tamil Lexicon. Begun as early as January 1913, the Lexicon was the product of the sustained labours of the expert committee which had worked at it for nearly a quarter of a century. The Government of Madras had provided Rs. 10,000 towards the cost of producing the Tamil Lexicon. The additional amount of money needed for the completion of the work was met from the funds of the University. Moreover, the responsibility for supervising the preparation and publication of the Lexicon had been entrusted to the University. The Syndicate had, therefore, constituted a committee of its own for this purpose. Great care was taken to elicit

expert opinion and to "make it a dictionary at once many-sided and comprehensive and edited on critical and scientific principles". After the completion of the Lexicon, the Committee found that about 20,000 words still remained to be included in the work. This task was undertaken by the Tamil Department of the Madras University, which has provided a supplement to the original Lexicon. The entire Lexicon is a useful dictionary of Tamil language and literature.

Mackenzie Manuscripts :

'The Mackenzie Manuscripts' which were collected early in the 19th century had remained unexplored for well over a century. The Government of Madras suggested to the University in 1931 the desirability of assessing the historical value of the Manuscripts and publishing those parts which might be of use for purposes of historical research. In 1933, this work was entrusted to the department of Indian History and Archaeology which was helped for a time by a special staff of three research assistants, one for Tamil and Malayalam, another for Telugu and a third for Kannada. It was decided to publish summaries of the historical manuscripts so as to be available for research scholars. The Manuscripts are mainly in the different South Indian Languages, Tamil, Telugu, Kannada and Malayalam, though there are a few in Marathi and Persian. In the later stages of the work the help of the Telugu and Kannada departments of the Oriental Research Institute was taken for summarising certain manuscripts. The two hundred and forty four manuscripts, summarised and edited by the department of Indian History and Archaeology, deal with local history and biography, puranic and legendary accounts of places and men, as well as certain literary compositions of Jain and Hindu authors. Though the Manuscripts are comparatively modern, and though some of them are based on legends and traditions, on the whole, they are valuable for the study of local history and of social history of South India for the period from the 16th to the 18th centuries. The work has been now completed and is ready for publication by the University. This, together with certain manuscripts in the collection already published by the University and the Government Oriental Manuscripts Library, is certain to be of value for research.

The Catalogus Catalogorum :

In 1935, the University undertook the stupendous task of preparing the 'New Catalogus Catalogorum', a comprehensive catalogue of all the Sanskrit manuscripts available in the whole world. Though a special staff was appointed in connection with the work, the responsibility of guiding and supervising the preparation of the Catalogue has been shouldered by the Sanskrit Department of the University. The work has been in active progress, and when completed, it is expected to prove an indispensable accessory of research,

Agro-Economic Research :

The organisation and development of research in the University were not divorced from the practical problems of everyday life. Recently, the University of Madras put forward a proposal to the Ministry of Agriculture, Government of India, for setting up a Department of Agro-Economic Research under the auspices of the Madras University. This Unit was established immediately after the sanction of the scheme, and investigations have already commenced. It is the expectation of the University that this Unit will continue as a permanent adjunct to the Department of Indian Economics. Another Unit, that of Farm Management study, which is closely associated with the research on Agro-Economics, has also been established in conjunction with this section and the work on these studies is also in progress under the supervision of the Department of Indian Economics. The Unit is undertaking its researches in close co-operation with the Department of Agriculture which has been pleased to lend the University the services of some officers and field staff.

Another important scheme of research which has been undertaken in the same Department is the Socio-Economic Survey of the Madras City. This scheme owes its origin to a grant made available by the Planning Commission of the Government of India. The Survey which was begun in October 1954, is expected to produce valuable data ; the project is likely to extend over 4½ years and the object of the survey is to assess the causes and consequences of immigration as well as the conditions of employment. An additional piece of work entrusted to the Unit is a survey of the present " Employment situation " in the ' organised sector ' in the city.

The Departments of the Government of India as well as of the Government of Madras and other organizations have frequently sought the expert assistance of the research departments of the University. Thus, the Indian Council of Agricultural Research, Forest Research Institute, the Tata Foundation, the Council of Scientific and Industrial Research, the Madras Council of Medical Research, and the Madras Department of Fisheries, have frequently availed themselves of the co-operation of the different research sections of the University. Almost every science department of the University was fortunate in getting some assignment or other for investigation. Valuable results have been obtained through such investigations and the results have been furnished to the authorities concerned.

Research Departments : Personnel :

Side by side with the opening of the new Departments, the need for strengthening the staff of the existing Departments of the University was felt necessary. Therefore since 1951, additional posts of Professors and Readers have been created in the several departments with the aid of the

special grants received for the purpose from the Union and State Governments. It has rightly been said that a University is 'what its teachers make of it'. The choosing of the proper personnel is possible only if attractive conditions are provided. The Madras University has always kept this in view. The scale of salaries provided for its staff by the University of Madras could compare favourably with that of any other University in India.

Research Studentships and Fellowships :

Regulations regarding research studentships and fellowships have been modified from time to time in order to make them attractive and fruitful. In 1928, fellowships ranging in monthly value from Rs. 125 to Rs. 250 were introduced. But the value of the studentship was fixed at Rs. 75 per mensem. The studentships in the Medical Branch were, however, continued at Rs. 100. In Law, it is Rs. 100 in the first year and Rs. 150 per mensem in the second year. Since 1952 the research students are paid Rs. 80 during the first year of their research and Rs. 100 during the second year. During the modern epoch of the University's development, the number of studentships assigned to the various departments has been increased. Moreover, the Syndicate has decided to set apart three fellowships for teachers of affiliated colleges, realising that training in research is fundamental to higher teaching. " A teacher who has ceased to learn " rightly observed Miss Eleanor McDougall in her Convocation address in 1931, " is a guide whose lantern has gone out ". Recently the number of fellowships to be granted for teachers has been raised to four. Apart from the large number of stipendiary students and fellows, there are several non-stipendiaries also working in the various departments. The aggregate number of research workers in the University is well over a hundred at present.

In this connection, it may be mentioned that, realising the need for a large number of researchers in the various branches of Science, the Government of India have instituted a scheme of 'research training scholarships' of the value of Rs. 100 (Junior) and Rs. 200 (Senior), tenable for a period of three years. A similar scheme of research scholarships in the Humanities has also been instituted by the Government of India, and several students who have been awarded these scholarships are working in the University. It must be acknowledged here that the Government of India have bestowed special grants on the Madras University for improving the facilities of training research workers.

In 1935 the question of reorganising the higher research Degree was considered with a view to providing a graded scheme of assessing the merits of the research work. In 1936 three Degrees in the ascending order of M.Litt., Ph.D., and D.Litt., in Arts, and M.Sc., Ph.D., and D.Sc., in Science were introduced. In 1952 there occurred a further revision of laws regarding

the Research Degrees, as a result of which, in addition to the Thesis, written as well as *viva voce* tests were included as conditions qualifying candidates for the Research Degrees of M.Sc., M.Litt., and Ph.D.

The Research theses which are approved by the examiners are published if sanctioned by the Syndicate of the University. During the period of the Second World War such publications were not undertaken. However, the University runs certain journals which provide scope for the publication of the research papers of the staff as well as of the students, working in the various Departments. The Journal of the Madras University was first started in 1928, while another devoted to the languages, called the ' Annals of the Oriental Research Institute ', was started in 1936.

Printing Press :

The question of the University owning a Printing Press had come up before the Senate and the Syndicate on several occasions. After a reference to various printers on the one hand and to several Universities on the other, regarding capital cost and the recurring expenditure involved in owning a printing press, a special committee of the Syndicate considered this question at its meeting in October 1954. It is hoped that very soon the University will have its own printing press which will doubtless help the publication of works enormously.

Lectures :

Though research is the principal activity of the University Departments, teaching is by no means an unimportant part of their responsibilities. All the Diploma courses conducted by the University are run by the concerned departments. Moreover, the members of the University Departments deliver Special Lectures. The scheme of Inter-collegiate Lectures was organised on a systematic basis in 1946. The University has constituted a Council of Post-graduate Education in Arts and a Council of Post-graduate Education in Science, with a view to evolving a unified scheme of post-graduate lectures. A similar Council of Post-graduate Medical Education was constituted in 1945 for planning and co-ordinating post-graduate instruction in the Faculty of Medicine. In the subjects of Commerce, Geography and Psychology, students, enrolled in different colleges for the Honours and Post-graduate courses, receive common instruction through combined classes organised by the University. The University staff as well as the staff of the Post-graduate colleges in the city co-operate in the working of the Honours and Post-graduate courses of the constituent colleges. Besides, there commenced the practice of appointing Professors of colleges as Honorary Readers of the University for a period of three years at a time. They were to deliver a course of lectures on any theme of

their choice bearing on their respective fields of specialisation. The Honorary Readers were given the privilege of the membership of the Academic Council during the period of their Honorary Readership. This system continued till 1951, when as a consequence of the increase in the number of Endowment Lectures, it was found rather superfluous.

Extension Lectures :

The practice of organising extension lectures at various centres, by the University or college staff or by others qualified for the purpose, was organised systematically with effect from 1929. University Extension Boards were constituted in various mofussil places with Principals of colleges as Conveners. Lectures on topics of academic and popular interest were arranged by the Boards at the respective centres. Except in 1942-43, the unusual year of evacuations and insecurity, the Extension Boards were constituted, and they have been functioning satisfactorily. Extension lectures help the dissemination of University culture and establishment of contacts between the University and the people outside. " It should be the mission of Indian Universities ", said Sir Mirza Ismail in his Convocation address at Madras in 1938, " to take to the very doors of the people knowledge and culture in an easily apprehended and assimilable form ".

The scheme by which teachers of the University were associated with the regular Honours teaching in Colleges was given up as a rule from 1928, but on a request from individual constituent Colleges, the Reader in Politics and Public Administration, the Reader in Statistics, and the Reader and Lecturer in Indian History and Archaeology delivered lectures on certain specified subjects. Now all the Language Departments, the Department of Indian History and Archaeology as well as those of Commerce, Geography and Psychology continue to have a share in Honours teaching.

Co-operation among Universities : Inter-University Board :

Co-operation, not only between colleges and the University, but among Universities themselves is needed for pooling the resources available in different quarters and achieving the common good. Fortunately, the Inter-University Board was set up in 1924, to facilitate exchange of professors, to achieve co-ordination of University work, and generally to act as a bureau of information. The Board meets once a year, and also at quinquennial Conferences, and endeavours to evolve common standards in respect of courses of studies. The Board serves as a channel of communication with external authorities in matters of common interest to the Universities of India. Besides, it has assumed the responsibility of conducting the Inter-University Sports and Athletics,

The Medical Council :

Another organisation, set up by the Government of India and which has an influence on Medical Education, is the All-India Medical Council. This Council was established in 1934 by an Act of the Central Legislature on which the Madras University was represented for a long time by the present Vice-Chancellor. The Council endeavours, through periodic inspection and reports on examinations, to maintain uniformity of standards in medical qualifications awarded by Indian Universities. Similar Councils for ' Nursing Education ' and for ' Dental Education ' have been instituted, and it is hoped that these younger councils will also be able to maintain standards in their respective specialised fields of education.

The Council for Technical Education :

Equally important is the All-India Council for Technical Education, which has its headquarters at Delhi and regional offices in Madras, Bombay, and Calcutta. The Council assesses, through proper surveys, the need for specific types of technical and technological education in the country, and recommends grants for their development. The Council also lays down standards for the degrees and diplomas in respect of technical and technological education in the country. It is noteworthy that the Madras University has secured through this Council grants for the development of the College of Technological Education and also for the improvement of the several Engineering Colleges affiliated to the University.

The University Grants Commission :

Perhaps an organisation of vital concern to all the Universities of the country is the University Grants Commission. It has been set up in 1952 on the recommendation of the Inter-University Board and the Radhakrishnan Commission Report. Established by an Order of the Government of India, this Commission is a statutory body with the responsibility of disbursing grants to various Universities. The Madras University has had the privilege of her Vice-Chancellor being a member of this Commission since its inception. Among the grants received by the Madras University may be mentioned the grants sanctioned for developing the Departments of Indian History and Archaeology, Indian Philosophy, the College of Technology, and the various Science Departments. The University is also expecting from the Commission grants for the development of Library facilities in Madurai and of Post-graduate studies in mofussil centres. In this connection the University of Madras records with deep gratitude the grant of Rs. 1 crore which has been promised by the Grants Commission as a Centenary gift. A part of this amount will be utilised for the erection of additional buildings needed for housing the growing departments of the University and the rest will constitute a reserve fund in order to meet the future developmental projects.

The affiliated colleges :

While the University expanded her research and teaching activities during this period, she did not neglect her responsibility over the affiliated colleges. In fact, at no other time were the affiliated colleges subjected to such a careful supervision and brought so close to the University in all their work as during the modern epoch of the University's history. Doubtless, this is the era when the ideal of the Federal University has been attempted to be realised. On the one hand, there was an attempt at vigilant supervision over the colleges by the University, and on the other hand, the colleges, through their Principals and other representatives, began to take an active share in the deliberations of the University bodies.

The framers of the University Act of 1923 desired that the condition of the affiliated colleges needed constant supervision. Moreover, they aimed at the encouragement of the establishment of new Universities wherever practicable. In fact, this period witnessed the rise of several new Universities in South India like those of Andhra in 1926, Annamalai in 1929, Travancore in 1937 and the Sri Venkateswara in 1953. The colleges which have become affiliated to these daughter Universities were formerly part of the parent University of Madras. The establishment of a net-work of Unitary Universities, as recommended by several Educational Commissions, is doubtless an attractive ideal. But the economic position of the country and the educational progress attained so far, have to be considered before an exclusive adoption of the Unitary University is suggested. In truth, for a considerable time to come, India would have to rely a great deal on the affiliating Universities. While the importance of unitary and residential Universities is not underestimated, it is being increasingly realised that the overstrained and much-maligned affiliating University has still a great role to play under the existing conditions of our country.

In fact, a striking feature of the history of higher education in South India has been that, side by side with the rise of new Universities, the number of colleges affiliated to the Madras University has been steadily increasing. During the modern epoch of the Madras University several new Arts Colleges were opened like the Sacred Heart College, Thevara, Sri Venkateswara College, Tirupati, Veerasaiva College, Bellary, Carmael College, Trichur, St. Mary's College, Trichur, St. Albert's College, Ernakulam, Vivekananda College, Madras, and Osmania College, Kurnool. Besides, several Second Grade Colleges have been raised to the First Grade, as for example, the Municipal College, Salem, Government College, Coimbatore, Islamiah College, Vaniyambadi, St. John's College, Palamcottah, Madura College, Madurai, H.H. The Raja's College, Pudukkottai and the Government Brennen College, Tellicherry. This period saw the rise of numerous Professional colleges like the University Alagappa Chettiar College, Guindy,

Arthur Hope College of Technology, Coimbatore, Stanley Medical College, Madras, Missionary Medical College and School of Nursing, Vellore, Government Training College, Trichur, St. Anne's Training College, Mangalore, and Meston Training College, Madras. The strength of each college has also seen an enormous rise.

M.Sc. by Examination :

The courses of studies have been increased and they provide suitable alternatives. In 1947, an innovation was adopted in respect of the courses in higher studies in Science ; now, for the first time the M.Sc. was introduced as a Degree by Examination also. Till then, the M.Sc. Degree, corresponding to the M.Litt. in the Arts Faculties, was awarded only on the basis of an approved thesis. The University authorities felt that an advanced course of instruction leading to an examination higher than the M.A. was needed in respect of the Sciences, particularly for those who might take to teaching in colleges. Therefore, the M.Sc. by examination was introduced, and it has proved quite popular ; in all the Science branches there is a great rush for admission to these courses. The M.Sc. course by examination was opened by the University Departments, and is run with the co-operation of the Honours colleges in the city of Madras.

An innovation in respect of the courses to be provided by the colleges was introduced in 1944. As an experimental measure, concurrent courses in the B.A., for the benefit of students who passed their Intermediate examinations in September, were authorised to be conducted at colleges from 1944-45. It was the realisation that it was inadvisable to enforce idleness on those who had completed their Intermediate examinations in September till the commencement of the next academic year, that had led to the adoption of this innovation. But few colleges came forward to take advantage of this provision. The real difficulty in working the scheme was the want of adequate number of lecturers who could take up the work. The shift system was not practicable, for the existing staff itself was overworked. Since only a very few colleges tried to take advantage of the measure it was given up from 1947-48.

A recent change in respect of the courses of studies in Engineering which was made in 1953 was the introduction of the Post-Graduate courses in Engineering leading to the Degree of M.Sc. in Engineering in the specialised branches of Public Health Engineering, Advanced Hydraulics, Dam construction and irrigation, Structural Engineering, and Electrical Machine Designing. These courses are to be started in one or other of the Engineering Colleges affiliated to this University.

The Three-year Degree course :

Perhaps the greatest change of recent times in the field of higher education is the contemplation of the three-year degree course with one year's

pre-University course instead of the Intermediate. For some time there had appeared a dissatisfaction with the Intermediate which was neither a complete collegiate course nor a High School course. There has been a feeling that the Intermediate broke the continuity of the college course and made a proper planning for the Degree course difficult. At the same time, the two-year B.A. course, too, was not found satisfactory ; it has not afforded scope for the development of a fully integrated collegiate training on account of its short duration of two years. The Secondary Education Commission has clearly indicated the defects of the Intermediate and B.A. courses. ' At present, both in the Junior Intermediate class and in the Junior B.A. class ', observed the Secondary Education Commission, ' much time is lost in trying to adjust and re-orient the students to the new institution and the new courses taken up by them as well as to the change in the methods of study '. Consequently, many educational experts welcomed the introduction of a three-year degree course, adding at the same time one year to the period of study at the High School in the shape of a pre-University course. The introduction of a three-year degree course was suggested by the Radhakrishnan Commission on University Education as well as by the Secondary Education Commission. This suggestion is now widely accepted and is being implemented in several parts of the country. The pre-University course has been introduced in the Madras University area with effect from this academic year, and the three-year degree course will follow from the next year. The courses of studies have been completely revised in order to provide a general broad-based education. An integrated collegiate course extending over three years is expected to provide scope for a sound academic training. While the post-graduate students are to be provided facilities for advanced specialisation, the vast multitude of students are to be given a general education which is not unrelated to the life outside the class room.

Regional Languages :

During the recent history of the Madras University the study of Indian languages in general, and of the regional languages in particular, has received great attention at the hands of the University authorities. It has been noticed earlier that the Oriental Research Institute was established in 1927. Besides Sanskrit, Arabic, Persian and Urdu, and recently Hindi, the regional languages of Tamil, Telugu, Kannada and Malayalam also have their research departments ; and, they have all been making commendable progress in their respective fields of research, as will be seen from the accounts in Chapter XII.

In the Colleges affiliated to the University, too, an increased prominence was sought to be given to the study of languages. It was in 1929 that both

in the Intermediate and B.A. courses the second language was constituted into a separate Part (Part II). The University of Madras fully realised the importance of encouraging the study of languages. As the Rev. Fr. Carty, a member of the Syndicate said in his Convocation address in 1933, " Language and linguistic traditions are after all the nearest and deepest expression of a people's mind, and it is, therefore, to the study of our languages that we must turn for a first-hand knowledge of our civilization and culture ". But the Commission of 1946 found that students generally evinced little interest in the study of the languages under Part II of the Intermediate and B.A. Degree courses, and that the standard of attainment was not high. The reasons were the scarcity of suitable books, and the doubtful utilitarian value of proficiency in the Indian languages.

Nor were the facilities provided for specialisation in the languages used by students in any appreciable measure. In fact, after the Inspection of 1928, the University encouraged the study of Indian languages by the institution of Degrees in the Oriental Faculty in addition to the old courses in the Arts Faculty. Facilities were provided for the candidates to qualify themselves for these Degrees as well as for the M.A. Degree by private study. This has made it possible for a considerable number of candidates to take these Degrees. Colleges have not, however, come forward to seek affiliation in these advanced language courses. Pachaiyappa's College deserves special mention as the only one affiliated for the B.O.L. pass and Honours in Tamil and Telugu for several years. Presidency College has recently opened Honours courses in Tamil, Telugu, Kannada and Malayalam. Besides, the Presidency College continued to be the only one affiliated for the B.A. (Hons.) in Sanskrit. In 1954-55 the Vivekananda College also offered the course. A few Colleges which were affiliated in languages under Branch V (Optional) Language of Part III of the B.A. have had to abandon the teaching of the Branch occasionally for want of candidates. Apart from the provision for languages under Part II of the Intermediate and B.A., the regulations provide for Branch V of the B.A. Degree, B.O.L., (Pass and Hons.), M.A. Degree Branch XI, and Group D of the Intermediate. Though some Colleges have opened these branches, the facilities have not been availed of by many students.

The employment of suitable teachers is a factor of supreme importance. As early as 1928 the Inspection Commission recommended that qualified teachers in languages, including Vidwans and Siromanis, must be appointed. Since then, thanks to the institution of new Degrees and the special facilities offered, the colleges have been able to secure the services of an increasing number of language teachers possessing University Degrees. The Commission of 1946 insisted that there should be at least two members on the staff in the department of the regional language in a First Grade

college. As in other Departments, the staff was strengthened by the appointment of additional lecturers or tutors. Further, the scales of pay of the language staff have been vastly improved since 1950.

The question of the medium of instruction at the colleges has also received careful attention at the hands of the University authorities. A Committee was appointed to consider the feasibility of accepting the resolution passed by the Academic Council to the effect that instruction in non-language subjects might be imparted through the mother tongue of students. The Committee studied the question in all its aspects and recommended that the commencement of the new pattern might be made with the Intermediate, B.A., or B.Sc. Meanwhile, the Syndicate considered the question in the light of the resolution adopted by the Fourth Universities' Conference held in March 1939, and resolved that the colleges be circularised that if any of them intended to teach the subjects through the medium of the mother tongue, intimation about that should be given to the University in time, to arrange for the candidates to be examined through the selected media. On a motion adopted by the Academic Council in 1945, the Syndicate of the Madras University decided, after careful consideration of the question that provision might be made in the Laws of the University to offer instruction and to examine candidates through the media of their mother tongue. The Arts Colleges at Salem and Coimbatore commenced instruction through Tamil in the Intermediate in Histories and Logic in 1946-47, while the National College, Tiruchirapalli, started the Tamil medium in 1947-48. But the experiment did not prove successful. The number of students who took to the new system was small. There was a dearth of books in the concerned subjects in Indian languages, and apparently, there was a feeling that the new method might be a handicap to them in the employment market. It is, however, noteworthy that the regional language has been proposed to be introduced for the teaching of ' Methods of Teaching and Learning '. The Trachers' College, Saidapet, has made a beginning and two other Training institutions are expected to try the system.

The University has been doing its best in the matter of encouraging the regional languages. Prizes have been instituted since 1933 in order to promote publications or adaptations in the regional languages. This has resulted in the rise of several useful publications on a variety of subjects ranging from Economics and Banking to Motor Engineering. The encouragement given to the publication of technical and scientific literature in the regional languages is bound to enrich them as vehicles of modern thought.

The position of the affiliated colleges :

The increase in the number of colleges and of pupils on the rolls of each college necessitated periodical and careful inspections of colleges by

the University. The provisions of Act VII of 1923 as well as the repeated insistence on the part of the Government led to the organisation of systematic inspections. Under the statutes of the University, it is incumbent upon the Syndicate to satisfy itself about the financial position, building, equipment and sound management of the colleges. While these subjects have constantly received the attention of the Syndicate, in 1945 an important step was taken to ensure the financial stability of new institutions. In 1945 the Syndicate decided that an endowment should be insisted upon in respect of the institution seeking affiliation afresh and that in the case of the older institutions some endowment may be insisted upon in respect of additional affiliations for courses which may be sought by the institution. This sagacious measure has led to the stability of the affiliated colleges.

Apart from occasional inspections of particular colleges, when conditions demanded them, general inspections of all the colleges were undertaken during this period in 1928, 1934, 1946 and lastly in 1955. The Reports submitted by these Commissions generally revealed that some of the drawbacks of the institutions which had been observed earlier, still continued, though on a reduced scale. The constitutions of several colleges continued to remain unsatisfactory down to 1946. The interference on the part of the Managements and Trust Boards with the internal administration of the colleges was still a common defect of several institutions. The repeated pressure of the University on the basis of the recommendations of the Inspection Commissions has led to a considerable improvement of the position. The Principal is given a place in the Governing Body and the rule is enforced that the internal management of a college should be largely left to the Principal assisted by his Council. Though the ideal conditions do not prevail everywhere, there is no doubt whatever, that the position of the Principal in private colleges has vastly improved and that the unwarranted interference on the part of the Trustees or Managers is reduced a great deal. The University insisted upon each college having a College Council, where questions pertaining to the internal management of the institution could be settled.

The conditions of service on the part of the college staff have greatly improved. The Commission of 1928 had recommended a fairly reasonable scale, but unfortunately it was not rigidly enforced, with the result that the old anomalies continued in several Colleges. After 1947 the new scales of pay have been insisted upon as a condition of affiliation of all new colleges. Thanks to the insistence of the University, most of the colleges have either a Provident Fund or Pension scheme for the staff.

Though a few managements had responded to the call of the Commission to revise the scales of pay, many continued to maintain the old unsatisfactory system. "If teachers in colleges are illpaid, if there be no security

of tenure, if their continuance in service depends on the whims and fancies of managements", asks Dr. A. L. Mudaliar in the course of his Convocation address in 1937, "is it possible that they will be in a position to perform their daily task properly and inspire the students in the right direction?" The present Vice-Chancellor has ceaselessly worked for the improvement of the teachers' position. In 1953, the Syndicate of the Madras University laid down the minimum scales of pay and conditions of service in the particular grade, and it is gratifying to learn that the revised scales of pay has been implemented by the majority of the colleges in 1953-54. With unflinching tenacity the University continued to exert pressure, and by 1956 the rest of the colleges were compelled to fall in line with the rest. The importance of raising the salary and status of the teachers is now widely realised.

An important modification, which the University suggested in 1955 in regard to the conditions of service, relates to the age at which teachers should be compelled to retire. The Syndicate has suggested that teachers in colleges may ordinarily be continued till the age of sixty, and thereafter from year to year, subject to the approval of the Syndicate, up to the age of 65.

The maximum number of hours of work per week for each member of the staff has been fixed at 14 by the University. In certain institutions it was found that this rule was not observed. The Commission of 1946, besides protesting against the non-observance of the rule, recommended that the Principal should be relieved of routine administrative work by the appointment of a Secretary or Office Manager.

College buildings :

Since 1928, a considerable improvement was noticed in the matter of college buildings. The new colleges systematically conformed to the prescriptions and put up suitable buildings and fulfilled the conditions needed for the new affiliation. However, there was a large increase in the strength of the colleges. Congestion was the consequence. Practical classes were held in batches. Even in respect of lectures the shift system had to be adopted. Among the old colleges, several were in extremely cramped surroundings. In general, on account of the unprecedented rush into colleges, there was an acute need for more lecture halls, laboratories, playfields, retiring rooms, and common rooms and other amenities. The libraries, too, were not brought up-to-date or satisfactorily equipped.

In 1952, the Vice-Chancellor held an informal conference with the representatives of Managements of colleges affiliated to the University and discussed with them many problems connected with University education and the maintenance of colleges. The several questions raised and the

suggestions made at this informal conference were referred to a special committee of the Syndicate for further consideration and report. The report embodying the Syndicate's recommendations has been circularised.

Hostels :

A feature of higher education in South India which has demanded the keen attention of the University is the residential facility provided for students. But little was done by the University prior to 1923 in the matter of rectifying the defects of the system. The Act of 1923 aimed at establishing a 'teaching and residential University'. A complete realisation of this objective by means of a network of Unitary Universities was found impossible of achievement. As a compensation, however, attention was bestowed on the provision of suitable hostels through which the corporate life of the students could be promoted. Few doubted the value of hostel life. All realised that 'it is in the life of hostels and unions that undergraduates can learn to live the social life and get rid of undue attachment to their own family or neighbourhood or society. It is in such organized social life of college or University that the future citizen can learn to accommodate his thought and will to the thoughts and wills of others, to respect the rights of others, to be mindful of his duty to others, to discipline his selfishness, in a word, to live the life of the state'.

But it is not the failure to understand the importance of hostel life that was responsible for the apathy. Financial considerations proved the worst barriers. The vast increase of admissions to the colleges made the problem particularly acute. Despite repeated pressure from the University, there remained even so late as 1948 certain colleges without any hostel attached to them. In several colleges, hostel facilities were deplorably inadequate. The accommodation provided per student in a hostel should be such as to give him a reasonable amount of space with sufficient light and ventilation. Neatly maintained kitchens and dining halls as well as proper sanitary arrangements are essential. It was repeatedly urged by the University authorities that one of the aims of higher education is the provision of training for true citizenship, for which purpose the hostel is far more important than the class room. "The theory that the University exists mainly, if not solely, to pass students through examination", says the Hartog Report, "still finds too large an acceptance in India, and we wish that there were more signs that the University regarded the training of broad-minded, tolerant and self-reliant citizens as one of their primary functions". The University found that her suggestions were not always followed by the colleges.

It is equally important that in hostels sound guidance must be provided. In fact, it is worse to have unsatisfactory and ill-managed hostels than to

have no hostels at all. With rare exceptions, like those attached to the Madras Christian College, few hostels employ the necessary staff for this work of guidance and supervision. The Commission urged that in order to meet effectively some of the current drawbacks of University education in the matter of character building, colleges must consider the training to be given in the hostels to be as important as lecturing in the class room. One of the recommendations made by the Commission was that, in addition to the Warden some more members of the staff should be made to reside in the hostel or at least to participate in its life. This is needed for training the students in habits of self-reliance, and the development of a corporate life. The need of suitable libraries attached to hostels is great ; but many hostels have failed to provide this essential equipment.

The Madras University has taken strenuous efforts to provide facilities for the establishment of hostels. A scheme for enabling the colleges affiliated to the University to construct students' hostels with the help of loans advanced by the University was formulated by the Syndicate in 1952. This scheme was drawn up in consultation with the Registrar of Co-operative Societies, the working of which was proposed to be on the lines of a Co-operative Housing Society. This Society is called the ' Madras University Hostel Construction Co-operative Society Ltd '. The Government was addressed for sanctioning the registration of the Society, and after the sanction was obtained, 30 institutions have become members of the Society. The Directors recommended loans for the construction of Hostels to six institutions to the extent of Rs. 30,000. The Government of Madras have made the initial grant for the construction of Hostels. By 1956 the number of colleges which have become members of the Society has increased to 32.

In this connection the University has made an application to the University Grants Commission for the payment of a loan of ten lakhs of rupees, free of interest, for the construction of other hostels. Details with regard to the scheme of constructing hostels and the organisation through which the loans will be distributed have been furnished to the University Grants Commission, and it is expected that before long this loan will be forthcoming and the need for additional hostel accommodation in all institutions will be fully met.

Nor has the University stopped here. She has been making a great effort to provide hostels for the University research students, one for men and another for women students. The number of students engaged in research has steadily increased with the expansion of the facilities for post-graduate study and research. Besides, foreign scholars under the scheme of Cultural Awards are enrolled in increasing numbers, for whom, too, suitable accommodation has to be provided. In fact, a striking feature

of recent years has been the increasing number of students of other countries for their studies in the Madras University. In 1954, for instance, there was a student from the Netherlands engaged in the study of Philosophy, another from Malaya doing M.Sc., in Zoology, a third from Burma doing Textile Technology, a fourth from Germany studying Tamil, Sanskrit and Hindi, while two Westerners including Mr. William Norman Brown from Pennsylvenia University were doing research in Sanskrit, in addition to a number of foreign students studying for undergraduate courses in the affiliated colleges. It may be mentioned that this year a post-graduate student (A.M. of Pennsylvenia) from the Philippines is engaged in research in the Department of Indian History and Archaeology. The Government of India have also deputed a number of scholars for study in graduate courses.

On receipt of a sum of Rs. 25,000 from the Statham Memorial Fund, the University proposed to the Government the construction of a Women's hostel in the campus of the Lady Willingdon Training College so that facilities by way of supervisory staff and a Warden could be found easily in the campus. This did not meet with the approval of the Government, and eventually it has been decided to allocate a wing of the contemplated ' Presidency College Women's Hostel ' to be constructed in the Government House Estate, Mount Road, for the purpose of accommodating the women research scholars of the University. As for the men scholars attached to the University, the University Grants Commission has been approached for a loan. If and when funds become available, the construction of a hostel is expected to be set on foot.

Women's Education :

Generally the hostels attached to women's colleges are better equipped and better managed than those of men students of the common colleges. Lady students do not normally have the same facility as men in the matter fixing up residence for themselves outside the hostels. But even in respect of women's hostels more improvement remains to take place. This is particularly so because of the enormous increase in their number studying at colleges.

While up to the beginning of this century, women's education had not made satisfactory progress, the position has changed entirely in recent years. For example, while in 1928 there were only a few colleges for women, now there are 29 colleges exclusively for women, and what is more, 22 other colleges admit a considerable number of women students also. It is estimated that at present the total number of women students, exclusive of those in professional colleges, is well over 4,000. The women students are not only taking to humanistic and scientific studies, but also to studies for the various professions, more particularly Medicine and Teaching. From 671 in the year 1923, the strength of women students has risen to 9,975

in 1956. As for the position of colleges, from 5 women's colleges in 1929 the number has risen to 29 Arts and Science and four Professional colleges intended for women, while co-education is permitted in 22 Arts and Science and 11 Professional colleges.

"Indian Universities," it has been said, "are, for the most part, places of preparation of a man's world". There has existed a widespread feeling that the present system of women's education, based as it is upon man's needs, does not in any way make the educated women fit for coping with the practical problems of daily life. Though these allegations are not completely true, there is a great need for women's education being given a practical bias especially from the point of view of families, for making them good mothers, teachers, doctors and nurses.[1] The Madras University has taken care to introduce courses of study specially suited to women like Music, Drawing and Painting. Music is introduced as an optional group for the Intermediate as well as for the B.A. There is also a special proficiency test in Music called the Sangita Siromani.

Another branch of study suited for women is Home Science. Provision is made for teaching this subject under the name of Household Art at the Intermediate level and under the name of Bachelor of Science in Home Science up to the Degree standard. Recently, an M.Sc. Degree in this branch has been instituted making provision for specialisation in Home Management and Institution Management. A Diploma course in Nutrition is under contemplation, which is expected to be a complement to Home Science and Home Management. Nursing, it has been always believed, is an art for which women are distinctly fitted by temperament and outlook. The Madras University has introduced a B.Sc. Degree course in Nursing; one College prepares candidates for this Degree. It is a matter of pride that the Madras Medical College was the very first institution in India to admit women students to the Medical course. Equally notable is the fact that many of the women graduates in Medicine have earned a high reputation in the profession.

On the whole, it can be claimed that the Madras University is one of the earliest to provide special courses of study suited to women. The Radhakrishnan Commission Report rightly states: "Some institutions such as 'the Women's Christian College and Queen Mary's College for women, both at Madras, and the Isabella Thoburn College at Lucknow', are doing pioneering work to that end".[2] It can be said with legitimate pride that women's education has flourished in this University to a much greater extent than in any other part of the country, though facilities for private

[1] Radhakrishnan Commissian Report, p. 40.
[2] Radhakrishnan Report Vol. I, p. 394.

appearance permitted in other parts of the country have not been countenanced by the Madras University because of the apprehension that a lowering of the standard might ensue.

The problem of securing admissions into colleges is becoming more and more acute. The men's colleges have been increasingly admitting lady students, and thus many of those colleges have become co-educational institutions. Obviously, co-educational institutions must be organised differently from those meant exclusively for men. The Syndicate was obliged to issue a circular in 1943 to the various colleges laying down the specific facilities to be provided for the lady students in such institutions. Though it took some time before the conditions were fulfilled, there occurred doubtless a certain measure of improvement. In truth, the life of women students in co-educational institutions is severely handicapped ; the atmosphere of freedom necessary for their natural development is lacking.[1] In many co-educational colleges women have little or no share in college life. The real solution for the problem lies in the establishment of more colleges for women.

Physical Education :

Physical Education, the other important branch of education, attained its proper position only during the modern epoch of the history of the Madras University. As mentioned earlier, for quite a long time there was over-emphasis on intellectual education and examinations. Though some effort was made to develop physical education towards the close of the last century, it did not lead to any substantial or permanent result. The popular view still persisted that the physical development of pupils had little to do with the intellectual progress. Indeed, there was a mistaken notion that proficiency in studies stood in inverse proportion to skill in games and sports. Now it is realised that "man's mental and moral nature is interlocked with his physical well-being". Moreover, education of the body through physical exercises, sports and athletic activities helps to develop qualities of initiative, courage, discipline, fair play and team spirit. The University felt that this neglected branch needed serious attention. On the report of the Special Committee appointed for the purpose, the University decided in 1927 that each college should appoint a Physical Director trained in the Y.M.C.A. College of Physical Education, Madras. Their starting pay was fixed on the same level as that of the lecturers in the colleges. This course of instruction was introduced with effect from 1930-31, beginning with the Junior Intermediate class. Attendance is compulsory for the students of the Intermediate classes. All students are to be encouraged by the Physical

[1] "Quite frequently in 'co-educational' colleges nearly all the amenities are for men, and women are little more than tolerated"—Radhakrishnan Commission Report Vol. I, p. 399.

Directors to participate in athletics and in sports generally. The Inter-collegiate sports conducted by the University and the system of competitions arranged by the Inter-University Board have undoubtedly aroused a great interest in sports and games. But the lack of suitable playgrounds in several colleges has proved a severe handicap. On the insistence of the University, some institutions have remedied this defect. It may be added that the University has since 1928 insisted upon every college undertaking sound medical inspection. Returns of Medical inspection are scrutinised and several colleges adopt the wholesome practice of suggesting suitable treatment in cases of chronic infirmities.

University Training Corps :

Closely connected with the Physical Education is the provision of military training for the undergraduates of the University. Early in 1920 the Government sanctioned the formation of a 'University Company of the Indian Defence Force'. A Madras Company of four platoons, each of 40 students, was formed. In 1928, the Inter-University Board suggested the desirability of instituting 'Military Science' as an optional subject in the University course of study. Though introduced for a time, it was abolished in 1953.

In November 1942, the Government changed the designation of the U.T.C. into U.O.T.C. (University Officers Training Corps). The scope and methods of training in the U.O.T.C. have been enlarged and intensified. In recent years, the total number of cadets has increased, and attempts have been made to secure the starting of U.O.T.C. Companies in many colleges.

N.C.C. :

A more popular pattern of extra-curricular institution is the N.C.C. (National Cadet Corps) in its different wings, the Army, Air Force and the Navy. The objective of the University and of the Government is that every college should have attached to it a contingent or more, so that no student who is really interested in this form of activity is denied the opportunity. Now the N.C.C. is a regular feature of most of the colleges affiliated to the Madras University. As the Defence Minister of the Government of India said in 1948, "The (N.C.C.) scheme is of national importance not only because it will impart military training which is so necessary for us all, but because it will also inculcate in our youth the spirit of discipline and comradeship as essential pre-requisite of a free people".

Extra-curricular activities :

The need for making the students at colleges take interest in healthy activities outside the range of their studies was realised, and the University

had suggested the encouragement of such activities in all the colleges. In recent years social service by students has become a regular feature of collegiate life, and at present, Social Service Leagues have been organised in most of the colleges, and they are doing commendable work such as running Night Schools, improvement of sanitation, encouragement of cottage industries and popularising games among the children of the locality. An hour or two spent every week in such work will enable the students to realise the needs of the rural population and put to practical use the academic knowledge acquired in the college. It is noteworthy that the University has instituted a Diploma in Social Service which is now conducted in four colleges.

In this connection, the useful work done by the University Union may be noticed. It has been rendering notable service in promoting social life as well as athletic activities among students. Through the Union the University has been able to organise Inter-collegiate sports and tournaments. For certain important events trophies have been endowed. While the sports and tournaments were originally confined to men students, they have now been extended to women as well. Moreover, the University Union has been holding Inter-collegiate debates annually in the languages of English, Tamil, Telugu, Kannada, Malayalam, Sanskrit, Urdu and Hindi.

The administrative staff :

All these activities have naturally tended to add to the volume of administrative responsibilities of the University. With the rise and development of research departments and diploma courses conducted by the University on the one hand, and with the opening of new colleges and the growing numbers engaged in higher education on the other, the administrative work of the Registrar's office had increased enormously. The meetings of the University bodies became frequent and the examinations increased in number. It is an established principle of public administration that the success of an organisation like the University depends in a large measure on the efficiency, alacrity and fidelity of the permanent administrative service. Fortunately, the University has had as Registrars men of ability and integrity. During the first twenty-three years of the modern epoch of the history of the University, Mr. William McLean, O.B.E., J.P., M.A., B.L., (Chartered Secretary) was the Registrar, and he was succeeded by Sri R. Ravi Varma, M.A., (Madras), M.A. (London), in November 1947. The ever-increasing volume of work, particularly in respect of examinations, called for the appointment of a Deputy Registrar, and Capt. D. Sivasubrahmania Mudaliar, M.R.C.S., (Eng.), L.R.C.P. (London), who had made his mark as an able Principal of the Stanley Medical College, Madras, has been

appointed to the post since 1953. Starting with but a few clerks at the beginning, the office of the Registrar has at present a staff numbering well over 150, including 14 Superintendents and one Manager, all of whom, by their loyal and devoted service, have contributed to the smooth and efficient working of the routine administration of the University.

Reviewing the history of the Madras University since 1923, it can be unhesitatingly said that the achievements have been at once many and varied. A vast expansion of the research and teaching activities, a systematic improvement of the once-neglected affiliated colleges, and a laudable effort at keeping abreast of the latest developments in education, have all contributed to the glorious position now attained by the Madras University. But there can be no self-complacency in the field of knowledge. Ceaseless effort is needed not only to maintain the great traditions which have been established, but also to achieve still greater progress. Moreover, higher education is to-day on its trial, and its critics are many and relentless. Infinite patience, far-sighted vision, and sustained effort alone can ensure a bright future in consonance with the proud achievements of the past and the present. It is said that " knowledge is proud that it knows so much, while wisdom is humble that it knows no more ".

CHAPTER VII.

The Development of the Constitution.

> "*If the (University) Act be administered firmly, honestly, sympathetically, if all the various agencies and sections of society that are now, or will be, associated in the active work of University administration, harmoniously co-operate, it will not, I think, be long before we shall be in a position to witness an immense improvement in our educational ideals and methods and results*".
>
> J. B. BILDERBECK.

Act of 1857 :

It was the Government of India Act XXVII of 5th September, 1857 that created the University of Madras, and hence, this basic Act was described as the Act of Incorporation. It provided for the establishment of those organizations which were necessary for the fulfilment of the aims of the University, and thus, this Act inaugurated the earliest constitutional framework of the University.

The Preamble to the Act of 1857 stated that the object of establishing the University of Madras was to provide encouragement for the people of all classes and denominations within the Presidency in the pursuit of a regular and liberal course of education. The chief responsibility of the University was that of ascertaining by means of examinations the persons who had acquired proficiency in the different branches of Literature, Science and Arts and of rewarding them by academic degrees and marks of honour as evidence of their respective attainments.

The Act authorised the Governor-in-Council to set up a Senate as the body corporate of the University. The Senate was to be composed of the Chancellor, a Vice-Chancellor and a prescribed number of other Fellows. The Governor of the Province was, ever afterwards, the Chancellor. The first Chancellor was the Rt. Hon. George Francis Robert, Lord Harris. The Governor-in-Council was to appoint as the Vice-Chancellor, any distinguished person who was to hold the position in an honorary capacity, attending to the academic and executive responsibility of the University in his leisure time. The first Vice-Chancellor was Sir Christopher Rawlinson, Kt., the Chief Justice of the Supreme Court of Judicature at Madras, appointed for a term of two years. The total number

of Fellows including the Chancellor and the Vice-Chancellor were to be not less than thirty ; the Fellows were to be nominated by the Governor-in-Council. It may be mentioned that the two first Indian members of the Senate were Sri P. Subbarayalu Naidu, President of Pachaiyappa's Institution and Sri Chittur Ranganatha Sastri, Head Interpreter.

The Act of Incorporation empowered the Senate to manage the affairs and property of the University, to appoint and remove all examiners, officers and servants of the University and to frame bye-laws and regulations relating to the examinations, the qualifications of candidates, the courses of instruction for the preliminary examinations and other matters regarding the University. All bye-laws and regulations framed by the Senate had to receive the approval of the Governor-in-Council.

At the meeting of the Senate the Chairman had a vote, and in case of an equality of votes, he had a second or casting vote. The quorum for the meeting of the Senate was fixed at six. In 1859, however, the quorum was raised to nine. At every meeting of the Senate, the Chancellor, or in his absence, the Vice-Chancellor was to preside as the chairman, and in the absence of both, a chairman was to be chosen by the Fellows present at the meeting.

A provisional committee, with the Vice-Chancellor-designate as its chairman, was appointed by the Government of Madras in order to frame the bye-laws for the conduct of the business and to set up the necessary boards and organizations to help the Senate in the discharge of its duties. The proposals suggested by the Provisional Committee were duly approved by the Governor-in-Council.

The executive power was vested in a Syndicate consisting of the Vice-Chancellor and six Fellows. The members of the Syndicate were elected in certain proportions by the Faculties so as to provide suitable representation for the different Faculties. No Fellow was eligible to serve on the Syndicate unless he was resident in or near Madras, the University town. The Syndicate derived its authority from the bye-laws of the University, and the functions of the Syndicate were exercised subject to the general control of the Senate.

The University of Madras was composed of four Faculties, viz. the Faculties of Arts (which included Science as well), Law, Medicine and Engineering. The members of the Faculties were appointed by the Senate from among the Fellows, and every Fellow had to belong to at least one, and might belong to more than one Faculty.

The expert body established later in respect of each subject taught in the various colleges affiliated to the University was the Board of Studies.

Beginning first with a Board for each Faculty in 1884, there appeared by 1889 fourteen Boards, ten in the Faculty of Arts, one in the Faculty of Teaching and one each in the Faculties of Law, Medicine and Engineering. The members of the Boards of Studies were appointed by the Syndicate, exclusively from the Fellows for a long time. The Boards of Studies primarily dealt with text-books and courses of study. They were called upon to recommend suitable examiners and also to consider and report on any matter concerning subjects referred to them.

The principal administrative officer of the University was the Registrar who was the head of the University staff. He conducted the University correspondence and was the custodian of the records, the library, the common seal and such other property of the University as the Syndicate would commit to his charge. All meetings of the Senate, Syndicate and Faculties were to be convened through the Registrar, who was to keep a record of the proceedings of such meetings. He was appointed by the Syndicate subject to confirmation by the Senate. In 1899, the Registrar of the Madras University was made a full-time officer.

The constitution described above, regulated and governed the University for nearly half a century from 1857 to 1904. But while the examining function was efficiently undertaken by the Madras University, it is doubtful whether the responsibility of affiliation was discharged with the same care. During the first twenty years of the history of the University, the insistence on attending a recognised college prior to the appearance at the University examination was not rigorously enforced. In fairness it must be added that the University exercised an influence over the under-graduates in three important respects. In the first place, she fixed the courses of study; secondly she tested the proficiency of the students by means of examinations leading up to the various degrees, and lastly, the under-graduates were normally required to study in the affiliated institutions for the general conduct and efficiency of which the University was responsible. In spite of these, there was much force in the criticism that the University of the early days was dominated in a preponderant measure by the examinations. In truth, the University did not, during that period, exercise that measure of influence which she should have exercised over her affiliated institutions. Nor had the University taken upon herself active teaching, much less, research and the furtherance of knowledge.

These limitations were the direct outcome of the restricted scope assigned to the University in the beginning. It has been noticed already that the University of Madras, like the two other early Universities of Calcutta and Bombay, took to the pattern of the London University, which was purely an examining body about the middle of the 19th century. Since then, however, the London University had taken steps to enlarge the scope

of its operations by assuming tutorial functions. Thus, the model on which the Indian Universities were organised, departed from its earlier restricted role, and the enlarged activities of the London University could not fail to influence the corresponding institutions in India. Meanwhile, experience in India during the latter half of the 19th century had proved that a system which concentrated exclusively on examinations tended to set a premium on training the memory, neglecting the other faculties of independent observation, thinking and judgment.

The Act of 1904 :

Lord Curzon, after his assumption of office as Governor-General of India in January 1899, realised the shortcomings of the system of University education in India and set about devising the means of rectifying them. Holding it to be the duty of a Government which had made itself responsible for the promotion of education in India to do everything in its power to remove these shortcomings, the Governor-General in Council appointed in 1902 a Commission under the Hon'ble Sir Thomas Raleigh to report upon the constitution and working of the Universities and to recommend measures for the realization of the true purpose of higher education. On the basis of the Commission's report, the Government of India came to the conclusion that in the first place, certain fundamental reforms in the constitution and management of the Universities were necessary.

The Commission proposed that the Senate, which, owing to a variety of circumstances, had grown to an unwieldy size, should be re-constituted with a view to improving its efficiency. Besides, the Commission recommended that the position and powers of the Syndicate should be defined and regulated. The election of a prescribed number of members to the Senate, which had been conceded to the graduates of the three older Universities since 1891, was to be statutorily recognised. The number of ex-officio Fellows was to be restricted so as to secure those most qualified to discharge their responsible duties. Provision was made for University teaching in certain branches of learning while, the teaching in the colleges was to be subjected to a systematic inspection. The conditions of affiliation were to be rigorously enforced. The Government of India consented to provide the additional funds for implementing these changes.

The Act introduced certain alterations in the constitution of the University bodies as suggested by the Commission. The number of Fellows, including ten ex-officio Fellows, was not to exceed 100. Ten were to be elected by the Registered Graduates, ten by the Faculties and the remainder were to be nominated by the Chancellor. The nomination of the numerous officials roused a storm of protest in the country. The ordinary Fellows were to hold office as members of the Senate for five years. The

Senate members took rank in the following order of precedence—the Chancellor, the Vice-Chancellor, the ex-officio Fellows in the order in which they were named in the First Schedule to the Act of 1904, and the ordinary Fellows according to the date of their appointment. The meetings of the Senate were of three kinds, ordinary, special and extraordinary. Ordinary meetings were held on or about the first Friday in March and the third Friday of October in each year. The Senate members could propose a resolution at any ordinary meeting of the Senate. Special meetings of the Senate were convened at the request of the Syndicate. Extraordinary meetings of the Senate were summoned by the Vice-Chancellor, or in his absence, by the Syndicate, on the written request of any ten members. By the Act of 1904, the quorum of the Senate was raised to 25.

The Syndicate, besides the Vice-Chancellor and the Director of Public Instruction, was to consist of not less than seven, or more than 15 ex-officio or ordinary Fellows. The ordinary Fellows were to be elected by the Senate or by the Faculties in such a proportion that at least one less than half the members of the Syndicate, in other words, at least five out of twelve, should be either Principals or Professors of the colleges affiliated to the University. Actually, there were twelve members. According to the regulations framed under the Act, the members of the Syndicate were to hold office for two years. The Senators were entitled to put questions on matters dealt with by the Syndicate.

The duties of the Syndicate were the administration of the property of the University, the maintenance of the University's accounts, the conduct of the correspondence with the Government on University matters, the appointment and control of examiners and notifications as well as conduct of elections of ordinary Fellows by the Faculties. The Syndicate had power to appoint and control the staff of the Research departments as well as of the administrative section, appoint the members and Chairmen of the Boards of Studies and maintain discipline in colleges and hostels, and finally to frame regulations from time to time, though they had to be submitted to the Senate for approval.

The Registrar was appointed by the Syndicate, subject to the confirmation of the Senate. His tenure of office was limited to five years, but the same individual was eligible for re-appointment. The Registrar's scale of salary was Rs. 600 to 800 on an annual increment of Rs. 50 and, if continued for the second term, it was to be Rs. 850 rising at the same rate of increment to Rs. 1000. The Registrar's duties comprised the custody of the records, the library, the common seal and other property of the University and the conduct of the official correspondence of the Syndicate and Senate. He acted as the secretary of the Syndicate and had to notify and attend all the meetings of the University bodies and keep minutes of such meetings.

There was also provision for the appointment of an Assistant Registrar by the Syndicate. In fact, for the first time, an Assistant Registrar was appointed in 1884. The duties of the Assistant Registrar were to be defined by the Syndicate from time to time.

The rules of affiliation were enforced with care since 1877 in order to see that only institutions which could be conducted efficiently were affiliated. The data in respect of the buildings, staff and equipments, which the colleges had to furnish to the University, were scrutinised. Provision was made for the periodic inspection of colleges. Where the required conditions were not maintained, disaffiliation, after proper investigation, was to be effected by the Syndicate. The territorial jurisdiction of the University as defined by the Governor-General in Council in his notification of August 20, 1904, extended to Ceylon. Unquestionably, the most important change effected by the Act of 1904 was the emphasis it laid upon teaching and research which the Universities were to undertake. These suggestions were fortunately followed by grants of money by the Central Government to the Universities for the implementation of the new schemes.

The constitutional change in respect of the Provincial Government which arose out of the Government of India Act of 1919 exercised a marked influence on the authority ultimately controlling the University. The Government of India Act of 1919 sought to introduce a partial measure of provincial autonomy, and accordingly, the nation-building Departments of the Provincial Government, including Education, were placed under the management of popularly elected Ministers who constituted the 'Transferred Half' of the new set-up of the Provincial Government. Thus, Education came to be an entirely Provincial subject under the control of a Minister, who became, by virtue of his position, the Pro-Chancellor of the University. Thereafter, the Provincial Government alone could effect constitutional changes in respect of the University. The first constitutional enactment pertaining to the University introduced by the Provincial Government appeared in 1923, when the Act of 1904 was superseded by the Madras University Act VII of 1923, which, after having been passed by the Legislative Council of Madras, received the assent of the Governor-General on 1st May 1923.

The Act of 1923 :

The Madras University Act of 1923 is doubtless an important constitutional enactment. In fact, this Act, with but a few minor modifications, still regulates the structure of the University organization of the present day. The object of the Act was to introduce a radical change in the aims of University education, for the Act was the outcome of certain pronounced tendencies which had appeared during the preceding years. There was a

feeling that on account of the increasing number of colleges, the responsibilities of the University had become rather heavy. Secondly, there had occurred a quickening of local patriotism and a desire for local Universities. Thirdly, the need for a closer connection between the Universities and the general life of the community was increasingly stressed. In fact, certain resolutions which were passed in the Senate between 1920 and 1922 drew attention to these specific needs. These resolutions of the Senate vitally influenced the nature of the provisions incorporated in the Act of 1923.

The Preamble to the Act stated that it was introduced firstly, in order to ' reorganise the University of Madras with a view to establishing a teaching and residential University at Madras while enabling the University to continue to exercise due control over the quality of the teaching given by colleges which are to constitute the University of Madras or are affiliated to it '. Secondly, the importance of promoting the academic life and corporate unity, both within each college and among the colleges in the University, was recognized, and every step was to be undertaken for achieving this object. A third aim was to prepare the ground for the creation of new Universities by immediately encouraging the development of higher teaching and research in several centres in the province.

Of these aims, the second received attention almost immediately after the introduction of the Act. A much more systematic inspection of colleges was undertaken than ever before. Besides, a certain measure of co-ordination was introduced among the city (Constituent) colleges through a scheme of Inter-collegiate lectures. Even the affiliated colleges and the University were drawn together for certain common purposes like Inter-collegiate sports and debates. In due course, the University organized Students' Unions, Extension Boards and Athletic Clubs to promote a corporate spirit among colleges. But this attempt at co-ordination did not hamper the individuality of the colleges or prevent them from making their specific contribution to the varied stream of national life.

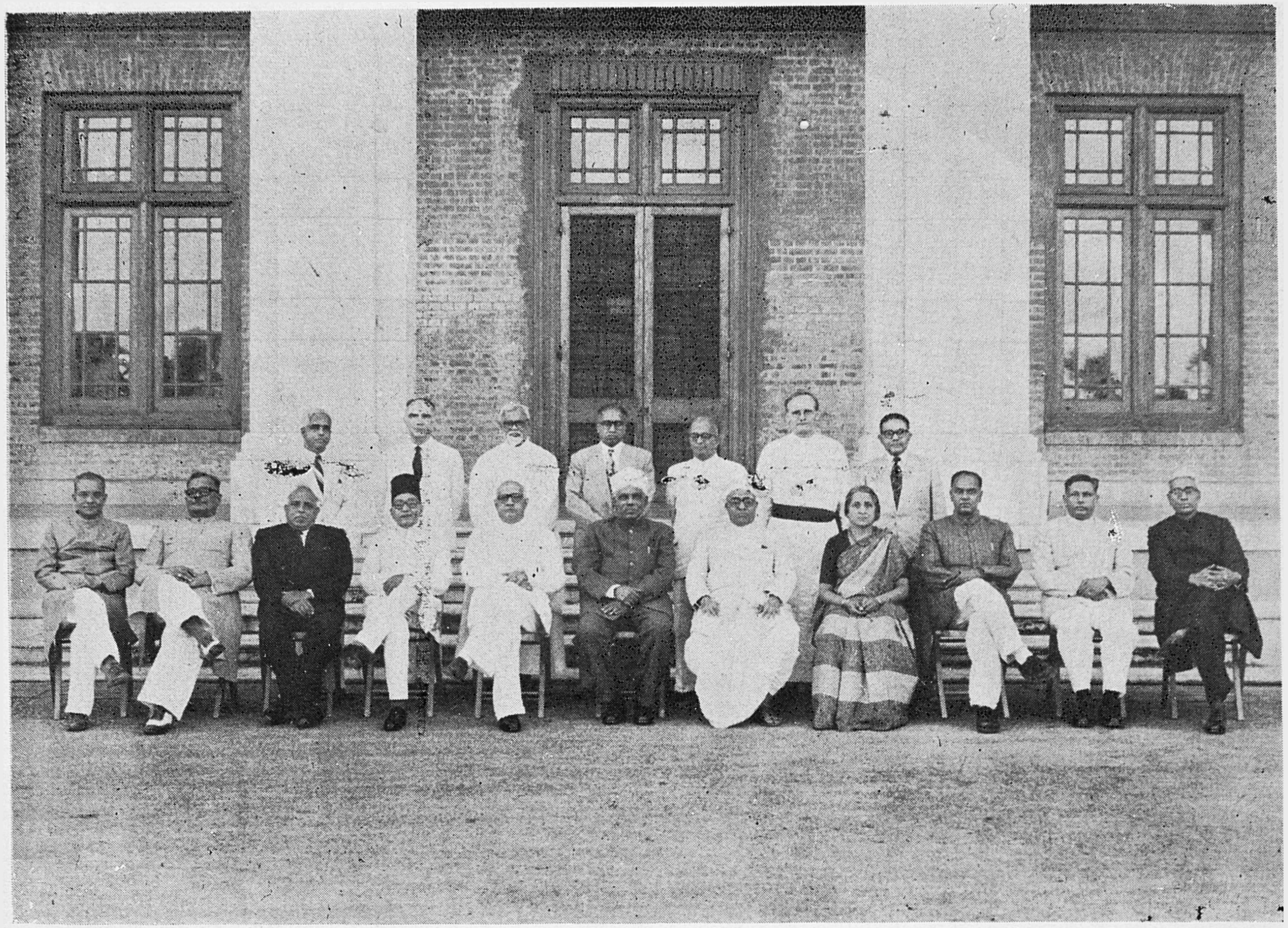
The ambitious ideal of the establishment of a teaching and residential or unitary University in Madras, remained, neverthless, as yet unrealized. The heavy cost involved in such a project was a prohibitive factor. Moreover, the assumption of the responsibilities of a residential University in addition to the heavy duties of managing the numerous colleges already affiliated to the Madras University would have proved too heavy a strain. In these circumstances, the objective of establishing a teaching and residential University at Madras was taken merely to have drawn attention to the fact that the University was to be interested more than before in the promotion of a corporate spirit among the members of the various colleges.

In respect of the third aim, the establishment of a Council of Affiliated Colleges was expected to provide the nucleus for the rise of research centres and, based on them, of new Universities. Though centres of research were not immediately established in different places in the Province, the continuance of the Honours courses in some of them, together with the rise of local patriotism, was expected to help the ultimate realization of this objective. As observed earlier, besides the Mysore and Hyderabad Universities which had appeared before the Act of 1923, the Andhra University arose in 1926, the Annamalai University, which is a teaching and residential University appeared in 1929, the Travancore University in 1937 and the Sri Venkateswara University in 1953.

The supreme importance of Act VII of 1923 is that it conferred a substantial measure of autonomy on the University. In this respect, the Madras University has marched ahead of the sister Universities of Calcutta and Bombay. The University of Madras has gained autonomy in respect of three important powers. In the first place, as mentioned earlier, this Act empowers the University to frame new statutes, rules and ordinances as well as to revise the existing ones. By virtue of this Act it is no longer necessary for the University to obtain the approval of the Government on this matter. Secondly, the University has been made the sole authority in respect of granting affiliation to colleges. The approval of the Government, which was demanded by the earlier Acts, is no longer made obligatory. Thirdly, the Government does not exercise any financial control over the University, except the formal insistence on the annual audit. The final decision in respect of audit objections, if any, rests only with the Senate, which as the supreme Governing body is invested with the ultimate financial control. Thus, in administrative, academic and financial matters, the University has been conceded a substantial measure of autonomy. The importance of the changed position of the University can hardly be exaggerated.

Equally important are the changes made by that Act regarding the position and powers of the various authorities. The Vice-Chancellor, the principal executive head of the University, was made a full-time officer on a salary of Rs. 2,000 per mensem. He was to be appointed by the Chancellor from among three persons recommended by the Senate.[1] Normally the Vice-Chancellor holds office for three years, but is eligible for re-election. The Vice-Chancellor has the ultimate executive respon-

[1] Act VII of 1923 had demanded five names to be recommended by the Senate. But Act XII of 1929 reduced the number to three. Should there be more than three aspirants for the office, the Senate holds an election and forwards to the Chancellor the names of the first three successful candidates. In the list submitted to the Chancellor the names of the persons shall be arranged according to the number of votes received by them.



THE MEMBERS OF THE SYNDICATE OF THE UNIVERSITY

sibility and has the right of enforcing the provisions of the University Acts. In the absence of the Chancellor and the Pro-Chancellor, he presides over the meetings of the Senate, the Academic Council, the Syndicate and the Convocations.

New University bodies like the Academic Council and the Council of Affiliated Colleges were created by the Act of 1923. Unlike the Act of Incorporation, this Act recognised not only the Senate, but also the other authorities like the Syndicate, Academic Council, the Council of Affiliated Colleges, the Faculties and Boards of Studies as an entire 'body corporate' of the University, though the Senate was the supreme law-making organization and was empowered to review the actions of all the other University authorities.

The Senate :

The Senate, according to the Act of 1923, and as modified in details by the later amendments, consists of a large number of members. Its present strength is 251 and is composed of representatives of different organisations. Some are ex-officio members like the Director of Public Instruction, the Surgeon-General, the Director of Industries, Principals of first grade colleges, and the University Professors. Others are life members appointed by virtue of their services to education or their benefactions to the University. Still others are representatives of various classes and interests, such as the Registered Graduates of the University, the State Legislature, Headmasters of Secondary Schools, the Chambers of Commerce, District Boards and Municipalities, the Corporation of Madras, the Academic Council and the Council of Affiliated Colleges, while thirty members are to be nominated by the Chancellor of whom, not less than twenty are to represent communities not otherwise adequately represented. As now constituted, the Senate combines in itself academic with non-academic interests. There is a large measure of advantage in enlisting the services of persons in varied walks of life and effecting a close contact between the academic and the non-academic people. The Senate meets at least twice a year on dates to be fixed by the Vice-Chancellor. Now thirty-five members constitute the quorum. The Senate is empowered in general to determine the broad principles of University policy.

The Syndicate :

The Syndicate, the executive organization of the University, consists of 19 members, the Vice-Chancellor and the Director of Public Instruction, eight members elected by the Senate, three by the Academic Council, three

by the Council of Affiliated Colleges and three nominated by the Chancellor.[1] The tenure of office for the members of the Syndicate is three years. The Syndicate holds and administers the property of the University, makes ordinance, regulates all matters in accordance with the Acts, frames the financial estimates of the University, appoints the research and administrative staff, supervises the working of colleges and undertakes the responsibility of administering the affairs of the University and preparing the annual reports and annual accounts.

The Academic Council :

One of the new creations of the Act of 1923 was the Academic Council which, as an academic authority, regulates the teaching and examinations of the University and is responsible for the maintenance of academic standards. It consists of ex-officio members like Principals of first grade colleges, University Professors and Heads of Departments of study and research and six members elected by and from the Principals of secónd-grade colleges, five elected from and by the Senate, three teachers from and by the teachers of each of the Honours Colleges and of the Madras Medical College, two teachers elected from and by each of the First Grade and Professional colleges and three from and by the Headmasters of High Schools. The total number of members of the Academic Council at present is 334.

The principal function of the body is to advise the Senate and Syndicate on all academic matters,[2] to make regulations regarding the courses of study, to constitute Faculties in the different branches of study and to appoint a Standing Committee and to delegate to it such of its powers as it deems fit. It has authority to control the University Library, to promote research, and encourage co-ordination and reciprocity among colleges.

The Council of Affiliated Colleges :

The other new authority created by the Act of 1923 was the Council of Affiliated Colleges. It consisted of the Principals of the First Grade colleges, five members elected by and from the Principals of Second Grade colleges, one member elected by each District Board and Municipality, one elected by the teachers of each First Grade college, ten persons nominated by the Chancellor, and teachers, not exceeding ten in number, to be

[1] When the Council of Affiliated colleges was abolished by the Act XII of 1929, the number of members to be elected by the Academic Council was raised to six, three from the members of the Academic Council of the Constituent colleges and three from those of the Affiliated colleges.

[2] From the inception of the Academic Council down to 1930 it had the right of recommending qualified persons for appointment as examiners from out of the lists drawn up by the Boards of Studies. But occasionally it led to unseemly discussions on personalities, and therefore, the Syndicate has taken over the responsibility to itself.

appointed by the Academic Council. This body was expected to safeguard the interests of the affiliated colleges. It was to keep the Syndicate and the Academic Council informed as to the courses of study needed by the affiliated colleges, to make recommendations as to the affiliation of institutions and to make proposals to the Local Governments through the Syndicate for the allocation of the necessary grants. Its most important power was expected to be that of preparing the way for the institution of new Universities. However, it was a purely advisory body and could take no independent action. By the Amendment Act XII of 1929 this body was abolished, and as a compensation, the strength of the Academic Council was increased.

Standing Committee of the Academic Council :

By the Madras University Act VII of 1923, provision was made for the constitution of an elected Standing Committee consisting of 8 members of the Academic Council, of which not less than 4 were to be members of the Academic Council, who were Principals or Teachers of Affiliated Colleges. The Academic Council was to delegate to it such powers as it might deem fit. The principal functions of this body were to assist the Vice-Chancellor to prepare the agenda for the Academic Council or its committees and to prepare notes for subjects in the agenda of the Academic Council meetings, to advise the Syndicate on applications for affiliation, recognition or approval of colleges under the Statutes and to fill up interim vacancies in the Faculties.

Faculties :

Originally divided into the four Faculties of Arts, Law, Medicine and Engineering, now the University consists of twelve Faculties as a result of additions from time to time. At present there are the Faculties of Arts, Science, Law, Medicine, Engineering, Teaching, Agriculture, Veterinary Science, Technology, Commerce, Oriental Learning and Fine Arts. Each Faculty comprises several related departments of teaching.

Appointments to Faculties are made by the Academic Council, at a meeting, so that not less than three-fourths of the total number of members of every Faculty shall be members of the Academic Council. Every member of the Academic Council is assigned by order of the Academic Council to one or more of the Faculties. A Faculty has power to consider and report on any matter referred to it by any University authority, to draft Regulations in regard to courses of study and examinations and to consider any report or recommendations of the concerned Boards of Studies. The quorum for a meeting of a Faculty is one-third of the total members of the Faculty. The proceedings of the meetings of the Faculties are to be

communicated by the Registrar to the Academic Council or other authorities concerned.

The Boards of Studies :

As early as 1884, Boards of Studies, which were expert bodies in particular branches of knowledge, were formed. The constitution and powers of the Boards are now statutorily determined by the Act of 1923 as amended by Act XII of 1929. From time to time new Boards of Studies have been created ; at present there are 36 Boards of Studies. Since 1949 separate Boards of Studies have been established in certain branches of knowledge for dealing with matters relating to Honours and Post-Graduate studies. Each Board consists of the University Professor or Head of the Department of the University in that subject and not less than three nor more than 12 members. Three members constitute a quorum. Excepting the ex-officio members the others hold office for three years. It is the duty of each Board of Studies to consider and report on any matter referred to it in accordance with the law of this University by the Syndicate or the Academic Council or the Faculty or President of the Faculty concerned with the subject with which it deals. Each Board has power to recommend to the Syndicate persons suitable for appointment as Examiners in the subject with which it deals ; to recommend text-books when necessary, to consult specialists who are not members of the Board ; to recommend courses of study and examinations in the subject with which it deals.

Amendments to the Act of 1923 :

The University Act VII of 1923 has been amended in details by the Act XII of 1929, the Government of India Orders of 1937 and 1940 and the Madras Acts III and XXXIII of 1942 and XXVII of 1943. Of these, the Act of 1929, as mentioned earlier, abolished the Council of Affiliated Colleges and reduced the number of persons to be elected by the Senate to the panel for Vice-Chancellorship from five to three. The Government of India Order of 1937 placed the University under the jurisdiction of the Central Government in pursuance of the Government of India Act of 1935. But the Government of India Order of 1940 brought the University again under the jurisdiction of the Provincial Government. Certain Acts like Nos. V, X and XXIX of 1942 have been since repealed. But the Acts III and XXXIII of 1942 are still in force. Act III dispenses with a quorum for a meeting of the Senate convened for the purposes of a Convocation. Act XXXIII of 1942 empowers the Vice-Chancellor to conduct elections when vacancies arise in the University bodies. The elections may be held any time not earlier than two months from the date on which the vacancies arise.

The latest Amendment Act so far has been Act XXVII of 1943, which authorises the University of Madras to institute, maintain and manage colleges and laboratories of its own outside the "limits of the University". By this Act, therefore, the University could affiliate to herself any college she deems fit and could allow outside colleges which were already affiliated to the University to continue to exercise the rights and privileges conferred on them by the affiliation.

Convocations :

The formal ceremony of conferring the University's Degrees on the successful candidates was instituted soon after the establishment of the University. The Act of Incorporation of 5th September, 1857, had itself provided that the candidate who passed the concerned University examination 'shall receive from the said Chancellor a certificate, under the seal of the said University of Madras, and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared'. In 1858, the form of procedure to be observed in conferring the University Degrees was settled by the Senate, in accordance with which bye-laws were framed.

The academic robes, hood, cap, and other formalities connected with the Convocation, as they were introduced by the Madras University, were modelled entirely on those in vogue in the British Universities of the day. In Britain, the ceremony was a direct survival of the Middle Ages, which were famous for rituals and ceremonies, for the solemn investiture of Popes and Bishops, of lords and vassals. The Western Universities had adopted these formalities in connection with the conferment of their degrees. Thus, the cap, hood and the gown, the solemn promises made by the new graduates, the diplomas presented to them and their bowing before the Chancellor, who personifies the University, are all institutions traceable to the mediaeval days of European monastic schools and Universities.

The Senate of the Madras University considered on 14th July, 1858, the question of academic robes and the fomalities to be observed in connection with the Convocation, and decided in favour of scrupulously adopting all the formalities observed in the British Universities. It was the considered decision of the Senators that an impressive ceremony of that kind enhances the popular esteem of the degrees. The Syndicate of the Madras University approved of the entire proposal, and after corresponding with an Oxford robe-maker, prescribed the particular patterns of robes for the Chancellor, the Vice-Chancellor, the Senators, the Registrar and the recipients of the B.A., M.A., B.L., L.M.S., M.D., G.C.E., and M.C.E. degrees. The resolutions relating to the academic robes were passed at a meeting of the Senate held on 29th March 1860.

The Convocation was presided over by the Chancellor, and in his absence by the Vice-Chancellor.[1] The Chancellor, the Vice-Chancellor and the members of the Senate assembled first in the Senate Room and then proceeded in a procession to the hall where the Convocation was held.[2] Since 1893 the practice of passing the graces has been taking place in the Syndicate Room before the procession started. The Presidents of the Faculties supplicate the Chancellor on behalf of the candidates for admission to the several degrees. The Chancellor, after formally obtaining the consent of the Senators present, passes the graces of the Senate on behalf of the candidates.

The students waiting to receive the degrees, were to rise and remain standing, until the Chancellor and the authorities of the University reached the dais and assumed their allotted seats. Attention was paid to the minutest detail in respect of the arrangements. It was laid down, for example, that the Hall should be so arranged that the Chancellor's chair should be somewhat in advance, the chairs assigned to the Vice-Chancellor and Fellows being placed in a half-circle, so as to leave full space for the presentation of the candidates.

After the Chancellor, the Vice-Chancellor and the University Fellows had taken their seats, the Chancellor announced the purpose of the Convocation, after which the Registrar used to read the names of the candidates who were to receive the degrees and also a formal report of the examiners who had valued the papers of the candidates concerned. Then, the Chancellor desired the candidates to stand forward, and asked them to make the formal promises of conduct and behaviour. Thereafter, the candidates were presented by the heads of their respective colleges or by one of the examiners to the Chancellor, one by one in the order in which they stood in the Examiners' reports. The presenter took the right hand of the candidate, advanced with him to the foot-stool of the Chancellor and then presented him. The candidate bowed before the Chancellor, who made a formal announcement that he conferred the degree on the person and in token thereof, the diploma and the right to wear the hood, by virtue of the authority vested in him as Chancellor, and presented the diploma. The Presenter then, invested the candidate with the hood, after which the candidate bowed again and retired to his place. When all the candidates were thus presented, the Chancellor asked the Registrar to proclaim the Degrees which were conferred. The Registrar, thereupon, read the Record of the Degrees conferred as follows : " We, the Chancellor, Vice-Chancellor, and Fellows of the University of Madras, do hereby proclaim

[1] After the Minister of Education became the Pro-Chancellor of the University, he presided, in the absence of the Chancellor.

[2] Since 1873, when the Old Senate House was completed, the University authorities have been assembling first in the Syndicate-room.

and make known that we have admitted to the Degree of.........the following persons, they having been first certified unto us as fit persons to receive the same."

The Registrar then presented the above Record to the Chancellor who signed it. Then an address was delivered to the candidates by the member of the Senate, appointed previously by the Chancellor, exhorting them to conduct themselves befitting their position as graduates of the University. After the address ended, the Chancellor, the Vice-Chancellor and Fellows rose up and the Chancellor announced that he dissolved the Convocation. Then, the Chancellor and the Fellows retired in procession to the Senate Room (now to the Old Syndicate room) the graduates standing.

A few minor modifications have since been introduced in this time-honoured practice. In 1893, with a view to curtailing the proceedings at the Convocation, certain alterations were made in the bye-laws relating thereto, and the Convocation of 1893 was conducted in conformity with the revised bye-laws. The practice of the presenter taking the right hand of the candidate and advancing with him to the Chancellor was given up.

The custom of holding a second Convocation in the same year commenced in 1898. Since the Medical examinations were held later than the examinations in other subjects, a second Convocation was held on 3rd May, 1898, for conferring the Degrees of M.B., B.S. and L. M. & S., the earlier Convocation having been held on the 24th March. Now two Convocations are regularly held, the principal one in August, and the supplementary one in February of each academic year.

It is interesting to observe that, for the first time in the history of the University of Madras, two orthodox Brahmin ladies, Sreemathi Rukminiyamma and Sreemathi Srirangamma, who had studied in the Maharani's College, Mysore, and passed the B.A. degree examination, were admitted to the degree of Bachelor of Arts at the Convocations held on 30th March 1906. It may also be observed that candidates were first admitted *in absentia* to the Convocation held on 21st March, 1907. Since then, this practice has become a normal feature.

In 1910, on the suggestion of the Hon'ble Mr. J. H. Stone it was felt desirable to adopt the system obtaining in the older British Universities by which the colleges presented their own students for degrees. Accordingly, the Registrar was directed to make arrangements for similar presentation of candidates at the Convocations of the Madras University. The altered procedure has been followed with effect from 1910. In the unavoidable absence of the head of the particular college, some other member of the Senate is requested to deputise for him.

Till 1912, the Chancellor used to sign all the Diplomas. In November 1912, the Private Secretary to H.E. the Governor, addressed a letter to the Syndicate stating that the Chancellor desired to know whether it would not be possible to have his signature printed on the diplomas. The Syndicate, after looking into the concerned regulations, resolved to dispense with the signature of the Chancellor on the diplomas for degrees except for those of Doctor of Laws and Doctor of Medicine and the diplomas for Oriental Titles. Since then, the Vice-Chancellor signs the other diplomas.

In fundamentals, the same procedure and formalities are adopted now as in the early period. During the period of the Second World War the Senate House could not be used for the purpose, and Convocations were then held in the Banqueting Hall, the Government House, Mount Road. Now, on account of the enormous number of candidates taking their degrees, they are not presented individually. On the other hand, the candidates for each Degree are asked to stand up in their places and conform to the formalities.

Honorary Degrees :

From 1860, the statutes of the University have provided for the conferment of Honorary Degrees. The Senate might, on the recommendation of not less than two-thirds of the members of the Syndicate, confer the Honorary Degrees of either LL.D., D.Litt., or D.Sc. upon a person on the ground that he is, by reason of eminent position and attainments, or by virtue of his contribution to learning or eminent services to the cause of education, a fit and proper person to receive such degree. Honorary Degrees are conferred only at a Convocation and may be taken in person or *in absentia.*

The earliest Honorary degree of the Madras University was conferred in 1900 upon the Rev. William Miller, M.A., D.D., C.I.E., the great educationist, who was the Vice-Chancellor of this University between 1901 and 1904. The LL.D. degree was conferred on him at the Convocation held on 28th March 1900. Eight years later, the first Indian Vice-Chancellor of the University, Diwan Bahadur Sir S. Subrahmanya Ayyar, K.C.I.E., B.L. was the recipient of the LL.D. degree. In February 1932, the Syndicate recommended to the Senate the award of Honorary Doctorate degrees on twelve eminent persons. Among these, six were distinguished educationists. Sir Chandrasekhara Venkata Raman, Kt., M.A., Ph.D., D.Sc., LL.D., F.R.S., N.L., was awarded the D.Sc. degree ; Messrs. Mahamahopadhyaya V. Swaminatha Ayyar, The Rev. William Meston, M.A., B.D., D.D., and Sir Joseph Henry Stone, Kt., C.I.E., M.A., received the D.Litt. degree ; The Rev. Earl Monteith Macphail, C.B.E., C.I.E., M.A., B.D., D.D., and Diwan Bahadur Sir R. Venkataratnam Nayudu, Kt., M.A., L.T., D.Litt., the LL.D. degree. Her Highness Sri Padmanabha Sevini Vanchi Dharma

Vardhini Raja Rajeswari Sethu Lakshmi Bai, C.I., Senior Maharani of Travancore, The Honourable Diwan Bahadur Rajah Sir S. Rm. M. Annamalai Chettiyar of Chettinad, Kt., Sir Chettur Sankaran Nair, Kt., C.I.E., B.A., B.L., Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E., B.A., B.L., The Right Honourable Sri V. S. Srinivasa Sastri, P.C., C.H., B.A., L.T., and Sir M. Akbar Hydari, Nawab Hyder Nawaz Jung Bahadur, Kt., B.A., who had distinguished themselves as administrators and leaders, were awarded the LL.D. degree. In 1935, two ex-Vice-Chancellors of this University, the Right Honourable Sir John Edward Power Wallis, Kt., P.C., M.A., Barrister-at-Law and the Honourable Sir Konkoth Ramunni Menon, Kt., M.A., were the recipients of the LL.D. degree. Nine years later, in 1944, the philanthropist and educationist, Dr. Ramanatha Alagappa Chettiar, M.A., D.Litt., Barrister-at-Law, was honoured by the award of the LL.D. degree at a special Convocation. The next recipient in 1948 of the LL.D. was His Excellency Shri Chakravarthi Rajagopalachari, B.A., B.L., the first Governor-General of Independent India. The most recent of the men honoured by the University is The Right Honourable Earl Clement Richard Attlee, K.G., P.C., O.M., C.H., who was awarded the LL.D. degree in 1956.

CHAPTER VIII

Courses of Study

"The duty of the University is two—fold: to increase the knowledge in itself and to increase the number of those who can receive and make fruitful use of knowledge."

ELEANOR MCDOUGALL.

The Four Faculties :

The University of Madras as constituted in 1857 consisted of the four Faculties of Arts, Law, Medicine and Engineering. The courses of studies in these branches, which had been already in force prior to the opening of the University, were continued for a time with little change. The Arts Faculty was regulated by the scheme in vogue in the Presidency College ; other institutions, like the Free Church Mission School and the American Mission Seminary, Jaffna, conformed to the same pattern and organised similar courses. The Law Faculty provided instruction through the ' Law Class ' attached to the Presidency College down to 1899. The professional institutions of Medicine and Engineering had been conducting their courses and examinations for several years prior to the establishment of the University. These were all recognised by the University and were incorporated into her scheme of studies in 1857—58.

Arts : Matriculation :

Soon after the University of Madras was established in 1857, arrangements were made for holding the First Entrance Examination known as the Matriculation. In the opening year, the institutions from which candidates appeared for the First Entrance examination were Presidency College, Doughton College, Free Church Mission School, all in the Madras City, the Raja's High School, Trivandrum, the American Mission Seminary, Jaffna, and one private institution.

The subjects prescribed for the Matriculation examination were English, a Second Language, Mathematics, History and Geography. In 1872, Physics and Chemistry were introduced, and a combined question paper on both these subjects was set for the examination. The standard of attainment expected in all the subjects was considerably high ; it was particularly so in respect of English. Besides grammar, compilation, reciprocal translation, abridgement, elocution and original composition

were included in the scheme of teaching the English language. The Matriculation has always remained a basic test of general education ; in content as well as in character, it has continued practically unchanged during the last hundred years, though the standard of attainment on the part of the candidates has suffered a decline after the advent of the S.S.L.C. scheme. The Universities' Act of 1904 had recommended drastic changes in the field of higher education, and in order to co-ordinate the Secondary Education with those changes, the S.S.L.C. course was introduced in 1909 as an alternative to the Matriculation. The essential difference between the two was that the S.S.L.C., unlike the Matriculation, imported an element of specialisation through the provision of special subjects to be chosen as optionals in addition to the general or compulsory subjects. This innovation was expected to furnish the training needed for specialisation at the collegiate stage.

F.A. :

In the early years of the Madras University, the Matriculation led directly to the B.A., which was a three-year course. This scheme continued till 1860, when, as a consequence of the heavy load of the curriculum, it was decided to increase the duration of the B.A. course by one more year. In its turn, this change necessitated the bifurcation of the excessively long four-year degree course. Consequently, there appeared in 1864 the F.A., or the First Examination in Arts, which could be taken after a collegiate course of two years subsequent to the passing of the Matriculation examination. Those who passed the F.A., alone could proceed to the two-year B.A. Degree course.

Intermediate :

The scheme of studies provided for the F.A., which included English, Mathematics, History, Physiology and an optional Language shows that the objective aimed at was more a general than a specialised pattern of education. In fact, the F.A. was intrinsically an extension of the Matriculation. The substitution of the Intermediate in place of the F.A., in 1909, appeared as part of the educational changes which arose in the wake of the Universities' Act of 1904. The key to the entire scheme of educational re-organisation is found in the desire to encourage specialisation in the field of higher studies. The contemplated B.A. Honours course was expected to afford scope for intensive specialisation, and therefore, it was decided that the Intermediate should provide the necessary preparation for it. It need hardly be added that the introduction of the S.S.L.C., as an alternative to the Matriculation, was a corollary to the changes planned in the higher stages of education.

The subjects of study for the two years' Intermediate course comprised two Parts, Part I, English, and Part II, which consisted of the optional subjects contained in any one of the prescribed groups. As a result of a persistent agitation for the inclusion of one language, besides English, among the compulsory subjects of study, that important change was effected in 1927. The curriculum for the Intermediate was organised into three instead of two Parts, and while Part I consisted entirely of English, and Part III of Optional subjects, Part II was devoted to the second language. In order to provide additional chances for the unsuccessful candidates, both in the Intermediate and the B.A. examinations the practice of holding a supplementary examination in September was introduced from 1921 onwards. Earlier, in 1915—16, the privilege of appearing for the different Parts at different examinations had been given to the candidates of the Intermediate and the B.A. ; and, this compartmental system proved another favourable circumstance for those who did not succeed in passing the whole examination in the first attempt.

From time to time, on the recommendation of the Academic Council and the concerned Boards of Studies, new optional subjects have been introduced under Part III. Subjects like Geology, Geography, Psychology, Commerce and Accountancy, Agriculture, Electrical Engineering, Surveying, Drawing, Indian Painting, Indian Music, Western Music, Architecture and House-hold Art are now provided. A special group consisting exclusively of languages, known as Group D, is one of the latest additions.

B.A. :

In 1858, the second year of the University, the B.A. Degree examination was held for the first time. As mentioned earlier, the course for the B.A., was then of three years' duration. Presidency College, Madras, was the only institution which was affiliated to the B.A. that year. Others like the Free Church Mission High School and Pachaiyappa's School sought affiliation later. Meanwhile, the three-year course for the B.A. was extended by one more year in 1860.

Till 1865, the six subjects examined for the B.A. Degree examination were : (1) English ; (2) any one of the specified Languages ; (3) History ; (4) Mathematics ; (5) Moral Philosophy ; and (6) any one of the optionals, among Natural Philosophy, Mental Philosophy, Physical Science and Logic. Obviously, therefore, the course for the B.A. was intended to provide essentially an advanced general education with a scope for a special study of one subject.

With the introduction of the F.A. as an intermediate course between the Matriculation and the B.A., and the organisation of the B.A. into a

two-year course, the curriculum of the B.A. was suitably modified. The subjects of study for the B.A. were grouped into the three divisions of English, Second Language and Science with effect from 1865. The group which was designated as Science, consisted of five branches, of which any one could be offered. The five branches were : (1) Mathematics and Natural Philosophy ; (2) Physical Science, comprising Experimental Physics, Inorganic Chemistry, and either Mixed Mathematics and Advanced Physics or Advanced Chemistry ; (3) Natural Science, comprising Biology and any one of the optional subjects of Botany, Animal Physiology and Geology ; (4) Mental and Moral Philosophy comprising Physiology, Psychology, Logic and Ethics ; and (5) History, comprising the History of India, History of Great Britain since 1066, History of Europe, Political Science and Political Economy. It is notable that Science comprehended all the optional subjects ; apparently, besides the Physical, Natural and Mathematical Sciences, subjects like History, Political Economy and Philosophy were considered as Social Sciences. The importance of the change effected in 1865 was that, more of specialisation was demanded in respect of the optional subjects. Further, it must be recalled that History, Mathematics and Moral Philosophy, which were compulsory subjects according to the previous scheme, were transferred to the group of optional subjects. Indeed, the departure from a broad-based pattern of general education in favour of a large measure of specialisation can be said to have commenced with 1865.

But, in 1875, there occurred a re-distribution of subjects which aimed at a partial reversion to the pre-1865 pattern. According to the revised scheme, History and Mental Philosophy were once again included among the compulsory subjects of study. Obviously, there persisted a struggle between the rival claims of the general and specialised patterns of education, in respect of the B.A., during the early years of the Madras University.

Within a couple of decades, however, the tendency in favour of specialisation gained ground. By 1898, the optional subjects were considerably increased in number, and were, at the same time, made more intensive in their scope. For example, General Biology, Botany and Geology were included among the optional subjects, while each subject demanded a knowledge of allied branches of learning. Political Science and Political Economy were, for instance, added to the History group.

The year 1915 saw a strengthening of the course in the study of the English Language for the B.A. According to the regulations introduced in 1915, Part I comprised five papers testing the knowledge of the candidates in English Language and Literature, including the history of the language, while Part II, which was now designated Physical Science, consisted of the optional subjects of Physics, Chemistry, Natural Science,

Logic, Psychology and Ethics, History and Economics and any one of the prescribed languages. It is noteworthy that the study of a language other than English was brought down from the compulsory to the optional group. When, in 1919, the B.Sc. courses were begun, the importance of the second language declined further.

Meanwhile, agitation for giving language study a deservedly prominent position gained ground in the Senate, and a revision was effected in 1929, by which the study of a prescribed language was made compulsory. The entire course was recast into three Parts, the first Part consisting of four papers in English, the second Part, of two papers in the selected second language, and third part of the optional subjects. As in the case of the Intermediate, the number of optional subjects for the B.A., too, was increased from time to time, with the result that, at present there are fourteen of them including new subjects like Psychology, Islamic History, Economics as a main subject, Politics as a main subject, Indian Music, Western Music, Geography, Home Science and Indian Painting.

B.A. Honours :

It has been noticed how the Honours courses were introduced with the specific object of providing scope for intensive study and specialisation. In fact, they were intended to provide a radical improvement on the rather stereotyped general courses of instruction in the B.A. For the promotion of creative thinking and research at the post-graduate stages, a more intensive training was felt to be necessary, and the B.A. Honours courses were accordingly introduced. The institution of the Honours pattern marks the triumph of specialisation in the under-graduate courses of study. In the initial stages, only a limited number was admitted from among the outstanding students who passed the Intermediate examination, and with the scope for intimate contact between the teacher and the taught on the one hand, and opportunities for effective use of the libraries on the other, there was immense facility for the realisation of the aim with which the new scheme was introduced. The Honours courses were instituted in July 1911, and the first batch appeared for the University examination in April 1914.

The Honours courses were at the outset opened in the nine subjects of Mathematics, Physical Science, Natural Science, Mental and Moral Science, History and Economics, Two languages other than English, English Language and Literature, Sanskrit Language and Literature and lastly Arabic Language and Literature. Every candidate should pass a compulsory 'Preliminary' examination in the English Language before appearing for the final B.A. Honours Degree examination in the selected

subject. In 1919, the Science subjects were removed to the category of the B.Sc. Honours courses of study.

At present, there are 13 branches for which provision has been made for conducting the Honours course. They are : Mathematics, Statistics, Philosophy, Psychology, History, Economics, Politics, English Language and Literature, Sanskrit, Arabic, Syriac, A Dravidian Language, Hindi, Islamic History and Geography. Among the latest subjects in which the B.A. Honours courses have been started are the Dravidian Languages of Tamil, Telugu, Kannada, and Malayalam. With the abolition of the Honours, under the new scheme, the Post-graduate M.A. will take its place as a course of advanced study.

It must be admitted that the high hopes entertained regarding the Honours courses have not always been fulfilled. Experience has shown that, more often than not, specialisation at an early age did not yield the expected result. Besides, after a time, admissions to the Honours courses, particularly in the Humanities, became rather liberal with the consequence that, not infrequently, the Honours courses did not maintain the original standards. No wonder that, in the contemplated re-organisation, the B.A. Honours course of study is abandoned.

M.A. :

From the outset, the University of Madras had made provision for the M.A. Degree examination. As early as 1857, arrangements were ready for the M.A. Degree examination, the highest in the Faculty of Arts, and specific subjects were prescribed for a written examination. No attendance at a college was demanded ; therefore, candidates for the M.A. Degree examination were expected to have studied privately. Two years should have elapsed after passing the B.A. before appearing for the M.A. The five branches for the M.A., at the beginning, were (1) Languages ; (2) History ; (3) Mathematics and Natural Philosophy ; (4) Natural History and Physical Sciences ; and (5) Mental and Moral Sciences. An advanced knowledge in the respective subjects was expected. The examination was to be conducted partly by means of written tests and partly by *viva voce*.

The regulations for the M.A. Degree examination were revised in 1863, when the *viva voce* test was abolished. However, though the regulations in respect of the M.A., were in force beginning from 1858, candidates actually appeared for the examination for the first time only in 1869. Five candidates appeared for the examination that year, only one of whom, Sri V. Sundararamayya, passed in Second Class, with Mathematics and Natural Philosophy as his subjects. In 1870, in the same branch, Sri P. Ranganatha Mudaliar and R. Seshaiya passed in the Second Class, while Sri P. Krishnaswami Chetti passed in the Third Class.

An important change regarding the M.A. Degree was introduced in 1918. By the Resolution of March 9, 1918, candidates who had qualified themselves for the B.A. (Honours), and B.Sc. (Honours), Degrees of this University might, without further examination, take the M.A. Degree on payment of a nominal fee. Along with this, the subjects of study for the B.A. Honours and M.A. were made identical.

In 1936, a fundamental alteration was introduced regarding the appearance for the M.A. examination privately. The authorities of the University decided on 14th February 1936, that the B.A. Degree holder could appear for the M.A. Degree examination only after post-graduate study as an enrolled student of a recognised college. Exemptions from this rule were given for a time to those offering certain languages. At present the exemptions are granted only to bonafide teachers. By another resolution, approved on 22nd March 1944, it was decided to permit the holder of the B.A. Honours or M.A. Degree in one subject to appear again for the M.A. Degree examination in a different subject or branch.

In the contemplated scheme of re-organisation, the M.A. examination is open only to post-graduate students enrolled for two years in a recognised college. The subject chosen as the optional in the B.A. alone is to be offered for the M.A. The new M.A. is a really advanced course of specialisation in the selected branch of study. Though research as such is not included as part of the course, it is expected to provide the preparation for research.

Faculty of Science, B.Sc. :

For over half a century after the establishment of the University of Madras, the Science subjects were all included in the Faculty of Arts. The importance of providing an intensive study of Science and the need for the creation of an independent Faculty of Science were realised. The B.A. course in Science was able to provide only a rather general training in the study of Science, because, the need for the concurrent study of English and a second Language made too heavy a demand on the time and energy of students. The Faculty of Science was created in 1918, and the B.Sc. Degree was instituted in 1919. The B.Sc. course, which is of two years, has been open to those who have passed the Intermediate. The course includes instruction in English as Part I ; but it is much lighter than the corresponding Part I for the B.A. The B.Sc. students should pass the examination in Part I before they take the examination in Part II at the end of the second year of the course. Part II comprises one or the other of the following Science subjects : Mathematics, Physics, Chemistry, Botany, Zoology or Botany. The B.Sc. course, doubtless, affords scope for an intensive study of the chosen subject. One of the Sciences

is offered as the Main and another related Science as the Subsidiary. To the list of Sciences originally provided, Geology was added in 1922. By 1938, Physiology, Mechanical Engineering and Electrical Engineering were added to the subjects for the B.Sc. Mechanical Engineering and Electrical Engineering, however, can be taken only as Subsidiary subjects and with Physics alone as the Main subject. About the same time, an important modification in the regulations introduced regarding the B.Sc., was that English was not the only language which could be studied under Part I. As an alternative to English, either a classical or modern language (European or Indian) could be offered.

Immediately following the B.Sc. Pass, the B.Sc. Honours courses in Sciences were introduced in 1919. The B.Sc. Honours, too, consisted of Part I, English, and Part II, of any one of the main subjects of Mathematics, Physics, Chemistry, Zoology, Botany and Geology. A related subject had to be offered as Subsidiary. The scheme of M.Sc. Degree by examination was approved by the University on 21st February 1947. The course is of one year's duration, open only to those who have taken the B.A. Honours or M.A. in Science subjects and the B.Sc. Honours degree holders are eligible for the respective M.Sc. courses in the branches of Mathematics, Physics, Chemistry, Botany, Zoology and Geology. All the M.Sc. courses, except in a particular subject of Botany, are conducted by the University. In respect of the subject 'Morphology of Angio Sperms', in Botany, the Presidency College conducts the course.

Home Science :

A marked feature of this University is that the courses of study have never been hardened into stereotyped or rigid patterns. They have been from time to time modified and adapted in accordance with the real needs felt by educationists ; with the rapid development of women's education, there appeared a tendency to introduce special courses suited to women, like the B.Sc. course in Home Science. On 27th September, 1938, the University decided to introduce Home Science in the B.A., and B.Sc. courses of study. However, since there was little demand for it on the part of the B.A. candidates, affiliation has been granted for Home Science only in the B.Sc. course.

Those who have taken Chemistry, Natural Science or Physics in the Intermediate are permitted to take Home Science as Part II of their B.Sc. course. The subjects include Economics, Bacteriology and Hygiene, Physiology, Nutrition and Applied Physical Science. Except in the case of Economics, the examination consists of both theory papers and practical tests.

In the Intermediate, the subject, 'Household Art', was adopted as one of the optionals by the University on 14th September 1944. From the beginning of the academic year 1945—46, two of the women's colleges started this course. The subjects included under 'Household Art' are Mother Craft, Food and Cookery and Home Making. It has been rightly believed that the value of the B.Sc. Home Science course would be enhanced by some practical training in Household Art in the Intermediate.

The Re-organised scheme in the Faculties of Arts and Science :

It is remarkable that the completion of one hundred years on the part of the University of Madras synchronises with a thorough re-organisation of the general courses of study. The essential principle which underlies the re-organisation is that the earlier stage of one's University course should provide a broad-based general education, equipping the graduate to play the rôle of an intelligent citizen, with wide interests related to the general problems of a cultured life. Excessive specialisation during the premature stages of one's educational career, at the expense of the indispensable general education, has been found to be grossly defective. These drawbacks and the consequent need for dispensing with the Intermediate and making the B.A. a three-year degree course have been repeatedly stressed by the Sadler Commission, the Radhakrishnan Commission and the Lakshmanaswami Mudaliar Commission. The lack of fundamental knowledge on subjects not studied as optionals has been a distressing feature. Moreover, the benefits of a full academic career can hardly be realised through a truncated scheme of the Intermediate course of two years, and a B.A., or B.Sc. of another two years. The Intermediate is a half-way house, having the merits of neither a school nor a collegiate course. Therefore the Intermediate is to be substituted by a pre-University course of one year, which is clearly to be an extension of the High School training, providing at the same time, a grounding in general education. Besides English and the Second Language, every student at the pre-University level has to take two subjects from a Science group and two from a Humanities group. Similarly, in the B.A. or B.Sc., in addition to the common subjects of English and the Second Language, as well as the particular branch in which an intensive knowledge is to be obtained, provision is made for the students of the Science branches to take one of the prescribed subjects in the Humanities and *vice versa*. Indeed, the principal aim of the new courses is to bring the Faculties of Humanities and Sciences closer together, so that every student at the under-graduate level is assured of a basic training in Languages, Arts and Sciences. Provision is made at the same time for advanced specialisation in any of the faculties through the Post-Graduate courses. The true value of general education and

specialisation at the appropriate stages is now clearly realised. It need hardly be repeated that this comprehensive change in the educational set-up constitutes an important landmark in the history of University education in South India.

Faculty of Oriental Learning :

Though, from the outset, the study of languages was given an important place, provision for special teaching in the languages was made only in 1910. There was felt the need for providing tests and formal recognition of the qualification for those who had acquired proficiency in the Oriental languages. Teachers, equipped in the classical or regional languages, had to be appointed in schools and colleges. Therefore, the need increased for holding examinations in respect of those who had acquired special knowledge of languages, but who had not taken the B.A. or B.A. Honours Degrees.

The earliest Oriental Titles examination was held in 1915. Siromani and Maulavi Fazil were the examinations fixed for Sanskrit and Arabic respectively. In other languages Vidwan was the common test, and candidates appearing for it had to offer two languages out of a prescribed list. The examination corresponding to Vidwan, in respect of Persian and Urdu, was Munshi-i-Fazil which was governed by the same regulations. As a qualifying condition of these respective examinations, candidates had to pass the English Paper of the Matriculation examination. In 1918, the courses of study for the Oriental Titles examination were revised. The earlier prescription of the need for passing the English paper of the Matriculation was abrogated, but a four years' course was laid down for the Preliminary and Final together. The examinations are held at two stages, Part I, called the Preliminary, at the end of two years, and Part II, the Final, at the end of the 4th year.

The regulations regarding the examinations for Oriental Titles were revised in 1937 as a result of which the undermentioned titles and the subjects for the respective examinations were laid down. The titles were 1. Siromani ; 2. Vidwan ; 3. Afzal-ul-Ulama ; 4. Munshi-i-Fazil ; 5. Adib-i-Fazil ; 6. Tabib-i-Kamil ; 7. Afzal-ul-Atibba ; 8. Malpan ; and 9. Soppan. The course of studies for the examination for Titles was to extend over four academic years and to be pursued in an institution recognised by the University, and as said earlier, there was to be a Preliminary Examination at the end of the first two years and the Final at the end of the fourth year. Besides the Titles, the system of granting Certificates of Proficiency in Oriental Learning had been introduced in 1911. Candidates for certificates were to offer for their examinations any one of the 13 prescribed subjects and had to study in a recognised institution for one academic year.

B.O.L. Degree :

In 1937, the B.O.L. which was a higher examination than the Oriental Titles examinations, was introduced. The course for the B.O.L. consisted of Part I, English or Modern European Language, Part II, the subjects prescribed for the final division for any of the Oriental Titles, and Part III consisting of any two of the subjects prescribed for the Certificates of Proficiency in Oriental Learning. With effect from 1944 however, the Certificate Course was abolished. In February 1944, the B.O.L. Degree Regulations were revised as a result of which, the examination consisted of Part I, English, Part II-A, General Indian History and Part II-B, the final part of the Oriental Title examination.

In 1944, provision was made for the B.O.L. Honours course. Candidates for the B.O.L. Honours Degrees were required to have passed the Intermediate examination with Group D. Besides the Preliminary examination in English in common with the other Honours courses, the candidates for the B.O.L. Honours should offer any one of the Branches of Sanskrit, Tamil, Telugu, Kannada, Malayalam, Arabic, Persian or Urdu for the final examination.

Few colleges opened the B.O.L. courses. Loyola College was given affiliation in B.O.L., but did not start it. Pachaiyappa's College started the B.O.L. in 1943, but changed over to B.O.L. Honours in 1944-45. At present, the Government Arts College, Coimbatore, Feroke College, Feroke, Osmania College, Kurnool, and Kerala Varma College, Trichur, are affiliated to the B.O.L. Pass.

M.O.L. Degree :

An advanced research degree in Oriental languages was introduced in 1921. Any candidate who had passed the examination for Certificate of Proficiency in Oriental Learning and, had thereafter, pursued for two years an advanced course of study bearing upon the subject selected by him for that Certificate examination, could supplicate a thesis for the M.O.L. Degree.

In 1937, alterations in the regulations governing the M.O.L. Degree were made with a view to enable only those who had qualified for the B.O.L. Degree to apply for the M.O.L. Degree and to bring the Regulations on the same lines as those for the M.Litt. Degree. Eventually, in 1948, the M.O.L. Degree was abolished and the candidates in Oriental Languages have had to conform to the Regulations of the Research Degrees in vogue in the University since 1945.

Faculty of Fine Arts : This is a recent Faculty instituted in 1927. It comprises the departments of Drawing, Painting and Architecture, Indian

Music and Western Music. All these have been introduced as optional subjects in the Intermediate since 1927. For the B.A. Degree course, among the optionals, Group VI comprises the study of Indian Music (Theory and Practical) and Group VII comprises Western Music (Theory and Practical).

There is an examination for the title of Sangita Siromani, which was introduced in 1938. In the same year, the Degree of Bachelor of Music was instituted. For this degree course, students who have passed the Intermediate with Indian Music as one of the subjects under Part III are eligible for admission. The examination for the degree is in three parts. Part I, comprises any one of the prescribed Languages ; Part II comprises History of Indian Music and the study of any one of the prescribed optional subjects, and Part III comprises test in vocal music and in any of the prescribed items of instrumental music.

Faculty of Law :—The Law Faculty held the B.L. Degree examination in 1859. The notable feature about this examination in the early period is that one could take the B.L. examination even prior to taking the B.A. degree. However, there was to be an interval of three years after passing the Matriculation examination. Attendance at a recognised institution was not compulsory, but the Presidency College held law classes from 1853.

Another interesting feature was that down to 1863 there was in addition to the B.L., a B.L. Honours examination for which a few more subjects like Mercantile Law, International Law and the Conflict of Laws were included and the standard expected was higher. The B.L. Honours examination could be taken only after the expiration of three years from the time of a candidate's taking his B.L. degree.

In 1896, the regulations in respect of B.L. were revised and insistence was laid on the B.A. Degree as a pre-requisite for appearance for the B.L. degree. According to the revised scheme graduates alone were admitted to the B.L. Degree examination ; moreover, two examinations, one F.L. and the other B.L. were introduced. A candidate should have passed the B.L. and then put in a course at a Law College for three terms. In 1918, it was decided to hold the F.L. and B.L. twice a year.

F.L. and B.L. : After B.A., attendance of three consecutive terms at a Law College alone entitled the person to appear for the F.L. (the First examination in Law). The subjects for the F.L. were (1) Jurisprudence (2) Roman Law (3) The Law of Contract and (4) The Law of Torts. The subjects for B.L. were (1) Theory and Law of Property (2) Hindu and Muhammadan Law (3) Indian Constitutional Law (4) The Law of Evidence and (5) Civil and Criminal Procedure including the Law of Limitation. In 1915, instead of Civil and Criminal procedure, Criminal Law was introduced. In

1919, Indian Constitutional Law, which was a subject for B.L., was transferred to F.L.

M.L. : Though the provisions for a Master's degree in Law is found as early as 1860, the first M.L. examination was held only in 1870. Out of two who had appeared for the examination, one passed, and he was Sri S. Venkatavarada Iyengar. Originally, even those who were not B.L.'s could take the M.L. examination. But, after 1896, B.L.'s alone could take the examination, and two years after they had passed the B.L. According to the original scheme in force till 1896, the subjects were the entire course for the B.L. examination, together with Mercantile Law and the Law of Property and any three of the subjects from out of a list furnished. After 1896, however, the subjects for the examination were : Jurisprudence, Hindu Law, the Theory and the Law of Property and Obligations, Mercantile and Maritime Law, Constitutional History of England, International Law, Roman Law, Evidence and Criminal Law. In 1938, there was a revision of the subjects by which Constitutional Law and International Law formed a branch, while Crime and Torts formed another. The branch on Hindu Law comprehended Muhammadan and other Personal Laws. The Constitutional History of England was given up. By 1914, a drastic revision of the subject took place. Candidates were to be examined in one of the following branches :—Jurisprudence, Real Property, Law of Contracts and Hindu Law, each one of them having four subjects. In 1924, there was a further modification of the subjects for M.L., and the four branches were : (1) Jurisprudence (2) Roman Law (3) International Law (4) Continental Law and History. At present, there are six branches, namely (1) Jurisprudence (2) Continental Law and International Law (3) Crime and Torts (4) Contract including Mercantile Law (5) Hindu, Muhammadan and other personal laws and (6) Property. Each branch had five papers. Minor changes in the regulations regarding the examinations in Law were effected in 1936, 1938, 1951 and 1952.

Doctor of Laws : (LL.D.) This was introduced in 1910. Only a person who had passed the M.L. examination one year earlier can register himself for the LL.D. It was an exclusively research degree. The thesis bearing on the candidate's special subject was referred to a Board of Examiners consisting of the President of the Faculty and two other members appointed by the Syndicate.

The Faculty of Medicine :

As early as 1835 the Medical School at Madras had been offering instruction and conducting examinations. These were systematised and incorporated into the University in 1857. To begin with, there was provision for three examinations in Medicine viz., 1. Degree of Licentiate in

Medicine and Surgery (L.M.S.), 2. An Honour Examination, and 3. Degree of Doctor of Medicine.

1. **L.M.S. :** Those who had passed the Matriculation were alone eligible for admission to the L.M.S. course of 5 years in a School of Medicine. At the end of two years, there was the First examination in Anatomy, Chemistry, Botany, Materia Medica and Dissection. Comparative Anatomy, General Anatomy and Physiology, Medicine and General Pathology, Hygiene, Surgery, Disease of the eye, Midwifery and Medical Jurisprudence were the subjects for the Final Examination. The examinations in the subjects comprised written, oral and practical tests. Only those who had passed the First examination were eligible to undergo the course for the Final examination, which came at the end of the fifth year of the entire course.

2. The Honour Examination was based on the L.M.S. examination. Any candidate who had been placed in the First Division at the Second Examination, might be admitted to the Honour examination in Physiology or Comparative Anatomy.

3. **Doctor of Medicine :** For admission to the M.D. course a candidate should have obtained the Degree of Bachelor of Arts, as well as L.M.S. and should have practised his profession subsequently. The candidate had to submit a thesis on any professional subject, and the examination was by means of printed papers and a *viva voce* test. The subjects for examinations were Medicine, Surgery, Midwifery, Medical Jurisprudence and General Pathology.

A change was introduced in the Regulations by which the place of the L.M.S. was taken by the examination called M.B.C.M. in 1855. A candidate for the M.B.C.M. had to pass three examinations leading to the Degree. They were : 1. Preliminary and Scientific Examination, 2. First M.B. & C.M. examination, and 3. Second M.B. & C.M. Examination. The course was generally of a more advanced type than that of the L.M.S.

Again, the regulations were modified in 1875-76, and the examination for the Degree of L.M.S. was revived. Only those who had passed the F.A. were eligible for admission to the L.M.S. course. With effect from 1895, the course for the L.M.S. lasted four years and that for the M.B.C.M., five years.

Those who were not able to complete the M.B.C.M. and take the final examination for that Degree were given the privilege of appearing for the Final L.M.S. examination. Those who had passed either the second L.M.S. or the third M.B.C.M. examination and undergone a course of study for not less than one year were entitled to take the Final L.M.S. examination.

After 1865, the M.D. examination was open only to holders of the Degree of M.B.C.M., who had been engaged in the medical profession for three years, subsequent to their taking the Degree and to those graduates in Arts holding the Degree of M.B.C.M. and had been engaged in medical practice for at least 2 years. The candidates should submit a thesis or dissertation in any branch of Medicine, Surgery, Midwifery or Sanitary Science.

M.B., B.S. and L.M.S. : There was a revision of the Medical courses of study in 1914, and in 1918 there was a change in the nomenclature. The M.B., B.S. took the place of M.B. C.M. Those who had passed the Intermediate with Sciences as their optional subjects had to undergo a course of study for 5 years and had to pass 4 examinations. A candidate who failed to pass any examination for the M.B., B.S. but satisfied the regulations for the L.M.S. might elect to proceed to the latter degree.

In 1925, the Academic Council decided to abolish the L.M.S. Degree of this University. During the M.B.B.S. course of five years, four examinations had to be passed. The first examination, after 1½ years of academic study, was on Inorganic Chemistry, Physics and Biology. The second examination was after another course of 1½ years on Organic Chemistry, Physiology and Anatomy. The third examination was after one year's course on Materia Medica, Pathology and Hygiene. The final examination which came at the end of the 5th year was on Ophthalmology, Medical Jurisprudence and Medicine, Surgery and Midwifery. All the examinations consisted of written, practical and oral tests.

There occurred a further revision in 1928 in order to meet the requirements of the General Medical Council of Great Britain. According to the revised scheme, there was to be a preliminary course for the pre-Registration examination for a period of six months in a recognised college in the subjects of Inorganic Chemistry, Physics and Biology. After passing the pre-Registration examination, the candidate should study for not less than five years in a recognised Medical College. The course for the first M.B. B.S. extended over two years and there were two examinations at the end of each year, Part I at the end of the first year on Organic Chemistry, and Part II, at the end of the second year, on Anatomy, Physiology and Pharmacology. It was also open to a candidate to take the whole examination at the end of the two-year period. The second M.B.B.S. examination came after a two years' course on Pathology, Bacteriology and Hygiene. The Final M.B.B.S. examination could be taken after a course of three years in one set or in two Parts, Part I comprising Ophthalmology and Forensic Medicine and Part II comprising Medicine, Surgery, Obstetrics and Gynæcology.

In 1931, the regulations were amended so as to provide for holders of the diploma of L.M.P. to qualify for the M.B.B.S. degree under certain conditions.

A Modification Effected :

A modification effected in 1951 in the M.B.B.S. examination was that the pre-Registration examination was abolished. In 1954, a change was introduced in the duration of the course for the second M.B.B.S. examination.

M.D. and M.S. : As noticed earlier, there was a M.D. Degree as early as 1858. Those who had passed the L.M.S. or later the M.B.B.S. could take the examination which comprised the following subjects : Medicine, Surgery, Midwifery, Medical Jurisprudence and General Pathology. In 1914, the M.S., was introduced. For the M.D., examination was held in one of the branches of Medicine, namely Midwifery, Pathology or Tropical Medicine. For the M.S., the subjects were Surgery, Surgical Anatomy and Pathology, Operative Surgery, a chemical examination and one special subject. Provision was made in 1934 for the award of Research Degrees of M.Sc. and D.Sc. to graduates in Medicine by research. In 1944, the Post-graduate courses were re-organised, and a Post-graduate Council of Medical Education was instituted. This Council arranges for special lectures to be given to the different post-graduate Diploma courses in Medicine.

Sanitary Science : A specialised course in the Faculty of Medicine was introduced in 1894-95 for the provision of training in Sanitary Science. A Degree called L.S.Sc. (Degree of Licentiate in Sanitary Science) was instituted, and the first examination was held in July 1894. The qualification for admission to this course was a pass in the L.M.S., or M.B.C.M., examination and the subjects for study were Chemistry, Experimental Physics, Sanitary Law, Vital Statistics, Hygiene, Sanitation, Sanitary Engineering, Drawing and Mensuration.

In 1913, the name of the examination for the Degree of Licentiate in Sanitary Science was changed into that of the Bachelor of Sanitary Science. A revised body of regulations was adopted for the B.S.Sc. Degree examination, providing for two examinations, Parts I and II with effect from 1914-15.

B.Sc. (Pharmacy): In 1938, regulations were framed for the institution of a degree in Pharmaceutical Chemistry. The name of the degree was changed in 1949 to B. Pharm. The regulations for the examination were also modified the same year. The course extends over three years. At the end of the first year, there is the Preliminary examination in Chemistry, Pharmaceutical Botany, Elementary Zoology and Physiology. At the end

of the second year Part I of the Final examination is held in Organic Chemistry and Pharmacology, while at the end of the third year, the examination in Part II is held comprising Pharmacognocy, Pharmaceutical Chemistry and Pharmaceutics, including Forensic Pharmacy.

B.Sc. in Nursing : The B.Sc. course in Nursing was instituted in 1944. The course which is of 4 years is open to Matriculates. The course for the 'Intermediate Nursing' lasts for the first two years, and for B.Sc. Nursing during the next two years. For the Intermediate Nursing, English, Chemistry, Physics, Psychology, Anatomy, Physiology, and Nursing are the subjects. For the B.Sc., English or any Dravidian Language, World History, Sociology, History of Nursing, Hygiene, Preventive Medicine and an advanced course on Nursing are included. Every candidate is required to perform the routine duties of a nurse in a hospital.

B.I.M. : A degree of Bachelor of Indian Medicine providing for a training of five years in the branches of Ayurveda, Siddha and Unani, was instituted in 1949, but no college has yet been affiliated to the course.

B.D.S : A four-year degree course in Dentistry was instituted in 1950. It is called the degree of Bachelor of Dental Surgery.

Faculty of Engineering : As has been mentioned already the instruction in Engineering had commenced in Madras several years prior to the rise of the University. On the establishment of the University two degrees in Civil Engineering were instituted. They were the degrees of Graduate in Civil Engineering (G.C.E.) and of Master of Civil Engineering (M.C.E.). The G.C.E. course was to be taken only by those who had completed three years after passing the Matriculation and who had prosecuted their studies during the period in an institution affiliated to the University.

It is surprising that the subjects for study for the G.C.E. included Languages, History and Natural Philosophy besides Mathematics, Chemistry, Astronomy, Drawing, Architecture, Constructive and Mechanical Engineering.

Every candidate for the M.C.E. must have taken the G.C.E. and must have been engaged for four years in his profession, two of which must have been spent in the actual practice of the profession. The course for the M.C.E. consisted of Mathematics, Natural Philosophy, Architecture, Practical Sciences, Civil and Mechanical Engineering. Both the G.C.E. and M.C.E. had written, practical and *viva voce* tests.

As in the case of the Law and Medical faculties, Engineering had also an Honours examination. The examination for Honours, which was held one month after the general examination, tested a higher degree of attainment in any of the branches of science included for the M.C.E.

The Engineering course was revised in 1862 and the first examination in the revised scheme was held in 1864. In conformity with the nomenclature in respect of other faculties the G.C.E. was re-named as B.C.E. It could be taken by Matriculates after two years from the date of passing that examination. The subjects consisted of 1. Mathematics, 2. Natural Philosophy, 3. Mensuration, 4. Surveying, 5. Architecture, 6. Constructive and Mechanical Engineering, and 7. Machine Drawing. In the gradation of the successful candidates it may be noted that only those who got 75% and above were placed in the first class and those getting 7/12 of the aggregate number of marks in the second class. For securing a third class or pass the candidate had to obtain 25% of the marks assigned to Mathematics and Natural Philosophy and one-third in each of the other subjects and one-half of the aggregate. There was no higher degree provided by this scheme.

There appeared another revision in 1890-91 when the F.E. (First examination in Engineering) and B.E. (Bachelor of Engineering) were instituted. Only F.A.s who had subsequently attended an authorised college of engineering for a period of not less than eighteen months were entitled to appear for the F.E. The subjects for F.E. comprised 1. Mathematics, 2. Science, and 3. Drawing. The candidates were ranked in the order of proficiency as determined by the total marks ; those failing to obtain one-third of the marks in each of the three subjects and one-half of the aggregate number of marks were deemed to have failed.

B.E. : Those who had passed the F.E. and had attended an authorised college for a period of not less than one year alone could take the B.E. examination. Candidates were examined in either the Civil Branch or in the Mechanical Branch, but they were allowed to pass the examination if they so desired in both the branches as well. The first B.E. examination was held in 1894.

In 1907-08, the duration of the course was extended to five years, the F.E. examination being held at the end of the second year and the B.E. at the end of the 5th year. The duration of the course was again reduced to a period of four years in 1917, the F.E. examination being held at the end of the second year and the B.E. at the end of the fourth year. The subjects prescribed for the courses were modified in 1922. In 1930, a separate Electrical Engineering course was provided. In 1942, the Regulations were again revised so as to include Aeronautics and Communication Engineering as subjects of study for the course. Provision was also made for the holding of an examination at the end of each year of the F.E. and B.E. Degree courses. In 1945, the scheme of Engineering studies was revised, making provision for courses in Highway Engineering, Tele-Communication Engineering and Aeronautical Engineering.

A Research Degree in Engineering was provided for the first time in 1934, when the holder of the B.E. Degree was entitled to qualify himself for the Degree of Master of Science by research at an institution and under the guidance of a teacher recognised by the University.

The latest change has been the institution in 1954 of M.Sc. a post-graduate Degree in Engineering. It is a course of one year's duration in any of the branches of 1. Public Health Engineering, 2. Advanced Hydraulics, Dam Construction and Irrigation, 3. Structural Engineering, and 4. Electrical Machine Design. In July 1956, the scheme of studies in respect of Public Health Engineering has been revised and brought up-to-date.

Faculty of Teaching : Though the Normal School had been established even before 1858, no University examination was held on the methods of teaching until 1887. Graduates alone were eligible for the L. T. examination, excepting those specially exempted. Attendance of two terms at a training institution or of having attended a training institution for six months, and then having served continually on the staff of a recognised High School or an affiliated College for a period of not less than one year was necessary.

The examination was both theoretical and practical, and the theory papers included Principles of Education, History of Education, Methods of Teaching and School Management. Those who passed the theory examination were examined on their practical skill in the management of a class and in teaching. This was tested by their teaching a class in the presence of at least two examiners.

By 1915 the courses of study on the Theory of Education were enlarged as to include Human Physiology, School Hygiene and the Elements of Psychology with special attention to the stages of mental development. Teaching Methods pertaining to English and to any one of the special subjects were included among the theory papers. With effect from 1920, a special minimum in each of the four divisions was made necessary for a pass.

In 1934, the examination was held in five papers, the additional one being on a special subject. Another change introduced was that the Syndicate could admit to the L.T. degree examination *bona-fide* trained teachers who had passed the B.A. Degree examination and who had undergone a course of instruction in a constituent or affiliated Training College during the third term and attended a vacation course conducted by a recognised Training College.

B.Ed. : In 1940, there occurred the introduction of new courses of study in teaching. The Degree of Bachelor of Education (B.Ed.), was instituted ; only those who had taken the L.T. or corresponding degrees were eligible for admission to the B.Ed. course of one academic year. The

subjects included Educational Psychology, Educational Organisation and Administration, History of Education and a Thesis on any Educational problem.

With effect from 1945, the first degree in teaching came to be known as B.T. instead of L.T. The B.Ed. was abolished with effect from the examinations of 1945 and its place was taken by the M.Ed. Degree. The M.Ed. Degree, the highest in teaching, had been instituted in 1940, and those who had taken the B.Ed. could, after two years, supplicate for the M.Ed. After 1945, L.T.s were eligible to supplicate for the Degree. The M.Ed. is a research degree and is awarded on the basis of a thesis. It is on a level with the general M.Litt. Degree in research.

Faculty of Agriculture : An institution providing instruction in Agriculture had been in existence for a long time. A separate Faculty of Agriculture was instituted in 1922 and the regulations for the courses leading to the Degree of Bachelor of Science in Agriculture were adopted by the Senate on 4th March 1922.

The qualifying examinations for admission to the course is a pass in the Intermediate examination in Group I or II. At present it is laid down that the candidate should have offered in the Intermediate as optional subjects Chemistry, with any two of the following subjects : Mathematics, Physics, Natural Science, Botany, Zoology, Geology and Agriculture.

The course is of three years' duration. The subjects included in the course as revised in 1953 are Agronomy, Agricultural Botany, Agricultural Chemistry, Agricultural Zoology, Agricultural Engineering, Animal Hygiene and Horticulture. A practical course of farm training for a period of about six months in any of the Agricultural Research stations, or approved private farms is also needed. The examinations are held at three stages. At the end of the first year, the examination is held in Agronomy, Botany, Chemistry, Zoology and Agricultural Engineering (Civil). The second examination is held at the end of the second year in Agronomy, Plant-husbandry, Agricultural Botany, Agricultural Chemistry, Entomology, Agricultural Engineering (Mechanical) and Animal Hygiene. The Final examination is held at the end of the third year including Agronomy, Papers I and II, Agricultural Botany Papers I and II, Agricultural Chemistry and Horticulture.

A post-graduate Diploma in Horticulture has been instituted in 1952. The course of study extends over a period of one year and is conducted at the Agricultural College and Research Institute, Coimbatore, recognised by the University for the purpose and it embraces the following subjects :— climate, soils, manures, selection of site and lay out, plant pathology, fruit products, fruit breeding, etc.

Candidates for the Diploma should have passed the B.Sc. (Ag.) Degree Examination or an equivalent examination. There are four papers under written examination and seven practical tests and an oral examination. The candidates have also to produce practical records. The minimum marks required for a pass are at least 35 per cent. in each of the written papers and not less than 40 per cent. of the aggregate.

Faculty of Veterinary Science : Intimately connected with the Faculty of Agriculture is that of Veterinary Science. The Veterinary College, Madras, had been for a long time conducting a Diploma course under the control of the Director of Veterinary Services, Madras. The need for a systematic course was felt particularly after the Commission on Indian Agriculture 1926 had stressed the great importance of animal husbandry in a predominantly agricultural country like India. The Director of Veterinary Services addressed the University of Madras in April 1931, on the question of instituting a Degree in Veterinary Science similar to the B.Sc. in Agriculture. After a Special Committee had studied and reported favourably on the question, the draft resolutions for the course were approved by the Academic Council in February 1934.

The candidates for admission should have passed the Intermediate examination with either Chemistry or Natural Science as one of the optional subjects. The course extended over a period of three years and one term in a recognised Veterinary College. The examinations conducted by the University were the B.Sc. (Vety.) Preliminary, Intermediate and Final examination.

The course for B.Sc. (Vety.) Preliminary extended over an academic year and the subjects for the examination consisted of Biology and Chemistry. The course for B.Sc. (Vety.) Intermediate for those who had passed the Preliminary examination lasted for one year and instruction was given in Physiology, Pathology and Parasitology. For B.Sc. (Vety.) Final, the course extended over a period of four terms and the subjects of study included Preventive Medicine, Meat and Milk Inspection, and Hygiene.

There was a feeling that a more intensive course than the B.Sc. (Vety.) was necessary. After a thorough consideration on the part of the authorities concerned, a new course called the B.V.Sc. was approved and the Madras Veterinary College, commenced the course in July 1936. According to the present regulations a candidate for this course should have completed the age of sixteen years and six months and have passed the Intermediate examination in Arts and Science, with Chemistry or Natural Science as one of the optional subjects. The course extends over a period of four academic years and one term in a College of Veterinary Science recognised by or affiliated to the University.

The examination consists of a Preliminary, Intermediate Part I, Intermediate Part II, and a Final examination. The examinations are held twice a year, the first three examinations in April and October, and the Final in June and December.

The subjects for examination for the first year are :—1. Biology ; 2. Chemistry ; 3. Animal Husbandry Part I (Handling and Shoeing). The examinations for Biology and Chemistry consist of one written paper, a practical examination and an oral examination, while for Animal Husbandry Part I, only a practical and an oral test, are held. A course of practical training has also to be undergone at the end of the first year of the course, for about 1½ months.

The subjects of study for B.V.Sc. Intermediate—Part I for one academic year are :—Anatomy, Physiology, Animal Husbandry Part II and Parasitology, with practical training in a farm for 1½ months. The examination in each subject consists of a written paper, a practical examination and an oral examination. The minimum marks needed for a pass are 50 per cent.

The course of B.V.Sc. Intermediate Part II covers the following subjects :—1. Pathology and Bacteriology ; 2. Pharmacology, including Materia Medica and Pharmacy and 3. Animal Husbandry Part II (Nutrition and Dairy Science). A certificate of hospital attendance for one academic year and practical training for 1½ months in a farm, are also necessary. The course extends over a period of one academic year, except for subjects 1 and 2 which last for 2 years. Written, Practical and Oral tests are held in each of the subjects. The minimum for a pass is 50 per cent of the marks.

For the B.V.Sc. Final year course, instruction is offered in : 1. Medicine including Therapeutics and Toxicology, 2. Surgery including Soundness, Obstetrics, and Veterinary Jurisprudence, 3. Animal Husbandry Part IV (Genetics and Breeding) and 4. Meat Inspection ; the course includes practical training in a farm (1½ months) at the end of the third year and 2 months during the fourth term of the final year and certificate of hospital attendance for three terms. The examination in each subject comprises a written test and a practical and an oral test. The minimum marks required for a pass are 50 per cent as in the other examinations.

There is provision for candidates to complete each examination separately, subject by subject.

Faculty of Commerce :

B.Com. : In 1924, it was proposed to constitute a Faculty of Commerce and to introduce the B.Com. Degree in Commerce, extending over two years after the Intermediate stage. The Faculty of Commerce was

constituted in 1926 ; and the B.Com. Degree was instituted in 1931. Candidates eligible for the B.Com. course should have passed the Intermediate examination, taking as optional subjects under Part III, Elements of Commerce and Accountancy and any two of the following subjects : namely, (*a*) Economic History of England and Economic Geography ; (*b*) Modern History ; (*c*) Indian History ; (*d*) Logic and (*e*) Mathematics.

The B.Com. course, extending over three academic years, consists of compulsory subjects like English, a Second Language, Principles of Economics, Statistical Methods and applications, Economic Geography and one of the groups of optional subjects like Advanced Accounting and Auditing, Mercantile Law or Advanced Banking Theory, and Banking—Law and Practice, or International Trade, Tariffs and Transport. The examination consisted of one paper in each of the ten compulsory subjects and one paper in each of the two subjects in the optional group chosen by the candidates.

The Regulations for the B.Com. were revised with effect from the year 1943-44, according to which the duration of the course was limited to two years. The subjects for the examination were correspondingly reduced. Part I consisted of English which was the same as Part I B.Sc. Pass Degree English, as well as precis writing and Business Correspondence. Part II comprised the study of any one of the prescribed languages which, however, should be different from that taken by the candidate for his Intermediate examination, and Part III, comprising seven prescribed subjects relating to commerce. The syllabus for the subjects was revised in 1947 as well as in 1952 and 1953.

The B.Com. Honours Degree was instituted with effect from 1948-49. The subjects prescribed were more or less of the same pattern as for the B.Com., but of an intensive and more advanced character. The regulations regarding the B.Com. Honours examinations were revised in 1950 and 1951.

Faculty of Technology :

The need for starting technological studies had been engaging the attention of the University authorities since 1938. It was, however, in 1944 that the Degree of B.Sc. in Technology was instituted, and the newly opened College of Technology, Guindy, began the course from July 1944.

Candidates for admission to the examination for the degree of B.Sc. in Technology shall have passed the B.A. or B.Sc. Degree Examination with Chemistry as the main subject and Physics as subsidiary. Those wishing to take the particular branch of knowledge known as ‘ Pharmaceuticals and Fine Chemicals ’, should have had Botany as the subsidiary in the Intermediate.

The course for B.Sc. (Tech.) shall be in any one of the following subjects : Chemical Technology, Textile Chemistry, Textile Technology, Leather Technology, Electro-Chemistry, Industrial Fermentation as well as Pharmaceuticals and Fine Chemicals. After passing the prescribed examination, every candidate has to put in a practical course of not less than three months in an approved Institution before supplicating for the Degree.

Regulations with regard to the course in Leather Technology have been recently revised. At present, candidates for admission to the course, besides being a B.A., or B.Sc., with Chemistry or Physics as Main Subject, should have passed the Intermediate examination with Mathematics as one of the optional subjects under Part III. The development of post-graduate studies in Chemical Technology, Textile Technology and Leather Technology is expected to provide important and practically useful training.

RESEARCH DEGREES :—Post-graduate degrees awarded to candidates on the basis of original research done in particular branches of study are the highest degrees conferred by the University. The earliest research degree of the University of Madras appeared in the Faculty of Law. In 1910, the degree of Doctor of Laws was instituted, which was known in an abbreviated form as D.L. to start with and as LL.D. recently. It was open to any Master of Laws to supplicate for the Degree of Doctor of Laws by submitting to the University an original thesis on any branch of law or on the history or philosophy of law.

The next research degree instituted was the M.Sc. in Science in the year 1919. A B.A. (Honours) or M.A. Degree holder in Science, (and later the B.Sc. Honours Degree Holder), was eligible for the degree of M.Sc., provided he produced satisfactory evidence that he had worked for not less than one year after passing the B.A. (Hons.) or B.Sc. (Hons.) examination under the direction of a Professor or other person approved by the Syndicate. A holder of a B.A. degree (later B.Sc.) had to work under the supervision of a Professor for two years.

The next research degree appeared in the branch of Oriental Studies. In 1922 the Degree of Master of Oriental Learning was instituted. Those who had obtained the Certificate of Proficiency in Oriental Learning, could, after pursuing for two years an advance course of study bearing upon a particular subject in the branch, submit a thesis. This M.O.L. degree was abolished in 1948, and the candidates in languages were entitled to supplicate thesis for the other research degrees of M.Litt., Ph.D., and D.Litt., which had been instituted by that time.

A more comprehensive scheme covering Arts and Sciences was introduced in 1923 when the University of Madras instituted the Degree of Doctor of Philosophy (Ph.D.) and of Doctor of Science (D.Sc.). According

to the rules an M.A. or B.A. (Hons.) could after three years subsequent to to passing his examination offer himself as a candidate for the degree of Doctor of Philosophy (Ph.D.). Corresponding to the Ph.D. in Arts, the D.Sc. was introduced in the same year in Science and similar regulations governed the D.Sc. as for the Ph.D.

Corresponding to the M.Sc., on the Arts side an M.A. degree by research was introduced in 1927. A notable feature of this research M.A. degree was that it was open only to persons who did not come within the provisions of the Regulations for a first Degree and who had shown exceptional aptitude for original research. The candidate, whose knowledge of English was to be of the Intermediate standard, should have worked under the supervision of a suitable person at least for two years and should have registered himself for the Degree. This M.A. degree by research was abolished with effect from 1936-37, when the entire scheme of Research Degrees was reorganised.

According to the revised scheme of 1936, there were three research degrees, M.Litt., Ph.D. and D.Litt. on the Arts side and the revised M.Sc., Ph.D. and D.Sc. on the Science side. The M.Litt. and M.Sc. were the lowest post-graduate research degrees ; the Ph.D. was the intermediate degree, while the D.Litt. (Doctor of Letters) and the D.Sc. (Doctor of Science) were the highest degrees in Arts and Science respectively.

The M.Litt was open to Bachelors of Arts, Music or Oriental Learning, while the Ph.D. was the intermediate degree in the Faculties of Arts, Science, Medicine, Engineering, Teaching, Agriculture, Veterinary Science, Technology, Fine Arts and Oriental Learning. Either those who had taken a particular research degree or those who had taken the Bachelor's degree, after a stipulated time, could supplicate for the Ph.D. Candidates who had already obtained a preliminary research degree alone were exempted from the need for working under authorised supervision. Any one who had obtained the M.Litt or Ph.D. might present himself for the D.Litt, the highest Degree of this University in the Faculties of Arts, Teaching, Fine Arts and Oriental Learning three years and two years respectively after having qualified for the Degree of M.Litt or Ph.D. as the case might be.

On the Science side the revised M.Sc. is open not only to those who had taken the B.Sc. degrees in the Sciences but also to those who have qualified themselves in Technology, Agriculture and Engineering. Provision is also made for the admission of graduates in Medicine and Veterinary Science to the M.Sc. degree.

The D.Sc., the highest degree in Science, has been open only to a Master of Science or Doctor of Philosophy of this University. A Master of Science might submit his thesis three years after having qualified for the

degree and a Ph.D. after a lapse of two years after qualifying for the degree. Provision has been made for Bachelors of Arts in Science subjects and Bachelors of Science of this University to proceed to the D.Sc. degree direct, seven years after having qualified for the B.A. or B.Sc. degree, without taking a preliminary Research degree. A similar privilege is given to the Arts graduates in respect of the D. Litt.

In 1941 alterations were made to the regulations of all Research degrees of the University permitting the Examiners, should they consider it necessary to hold oral examinations. By a resolution approved in March 1955, the D.Sc. degree has been declared open to the Degree holders in the Faculties of Veterinary Science, Agriculture and Technology also. But the main scheme governing the research degrees continues to be that introduced in 1936.

Diplomas :

The University of Madras has provided for several Diplomas in the different Faculties of learning. The earliest Diploma instituted by the University was that of Economics, which was begun in July 1918. Since then Diploma courses in various subjects have been opened from time to time by the University, while regulations have been framed and permission granted by the University to certain recognised institutions to conduct the prescribed Diploma courses. In the aggregate there are 25 Diplomas recognised by the University, of which 11 are run by the University herself. The main object of the Diploma course is to provide special training in a particular branch of study. A Diploma generally occupies a lower position than a Degree, for it provides a supplementary training in a sub-division of a subject.

The post-graduate Diplomas in Medicine and Surgery form the largest number of Diploma courses conducted outside the precincts of the University buildings. Of these nine Medical Diplomas those of ' Gynæcology and Obstetrics ', and ' Opthalmology ' were started in 1927 and 1942 respectively, while the Diplomas in Venereology, Dermatology, Oto-Rhino-Laryngology, Radiology and Orthopædics were opened in 1944. The Diploma in Tuberculosis was started in 1946, while that in Child Health has been instituted recently in 1956. The Diplomas in Medicine and Surgery are open to medical graduates who have had experience of Hospital work for a prescribed minimum period. These Diploma courses last for twelve months and a specified minimum of attendance is a necessary qualification for taking the concerned examinations.

Among other Diplomas, there are those which provide training in French and German, in Librarianship, and in Indian Music. Special

mention may be made of the Diploma in Social Service, which has a distinctive future in our country. The course of study comprises subjects like Introduction to Social work, Literacy and Adult Education, Social Economics, Rural Economics, Industrial and Social Problems, Personality and Behaviour, as well as Child Welfare and Medical Information. A dissertation on any related problem has to be submitted within a prescribed date subsequent to the written examination. It is a part-time course extending over one year, of which two months should be spent in field work. This Diploma course is open to undergraduates as well, and four Colleges are at present running the course.

An equally important Diploma course is that in Journalism. It is a full-time post-graduate course extending over one academic year. The course comprises not only theoretical subjects like History of the Modern World, Modern Constitutional History of India, Political Science, Modern Constitutions and Every Day Science, but also training in practical subjects like Editorial Methods and Technique. Practical training for a period of not less than six months should be in a Newspaper Office approved for the purpose by the Syndicate. The course is conducted in English at present ; but it may be extended later to cover instruction in the Indian languages of Tamil, Telugu, Kannada, Malayalam and Urdu.

Among the very recently introduced courses, the post-graduate Diploma course (M.Sc.) in Engineering, and the Diploma course in Business Administration may be mentioned. A Diploma course in Archaeology is proposed to be started from July 1957.

CHAPTER IX

Finance

कोशपूर्वास्सर्वारम्भाः

" *All undertakings depend upon finance* ".

ARTHASASTRA.

Early position:

It is obvious that one of the basic requirements for the maintenance and development of an institution like a University is adequate finance. In the initial stages, the University of Madras had hardly the wherewithal to carry on its functions, and therefore, the Government of Madras met the deficit in the annual income of the University to cover the expenditure. The University was but a creation of the Government, and it was appropriate that this helping hand was extended to her.

The first financial body appointed in 1857 in accordance with the Act of Incorporation of the University was the ' Provisional University Committee ', composed of the Vice-Chancellor, the Director of Public Instruction, the Principal of the Presidency College and four other Fellows. The fees charged for the examinations were carried over to one general Fee Fund, and the expenditure was met from this Fund under the directions and regulations of the Governor of Fort St. George-in-Council, to whom the accounts of income and expenditure of the University had to be submitted for annual audit. This Committee met from time to time from 29th April 1857 till its functions were subsequently merged in those of the Syndicate.

It is important to remember that during the early years of the University, the Fee Fund was the only item of normal income, which itself was low, since the number of candidates who took the various examinations was small. Therefore, the Government was obliged to provide the additional amount of money needed to meet the expenses of the University. Till 1878-79, the Government bore every year the excess of expenditure over the receipts of the University. Thus, for instance, the Government met the deficit of Rs. 16,633 in 1872-73, Rs. 15,542 in 1873-74, Rs. 11,510 in 1874-75, Rs. 28,694 in 1875-76 and so on. It was only in 1878-79 that, for the first time, the University fee income showed a small balance of Rs. 1,223-4-3 in her favour.

In 1883, a sub-Committee was appointed by the Syndicate to investigate into the financial position of the University, as the outcome of which, an

elaborate report was published. Provision had to be made for more urgent items like the appointment of an Assistant Registrar, the payment of remuneration to Superintendents for invigilation work at the University examinations and for the formation of a Reserve Fund to meet unforeseen contingencies. Therefore, the sub-Committee recommended the enhancement of the fee for admission to certain examinations and it was sanctioned by the authorities. With the approval of the Government, a part of the cash balance in the Fee Fund was invested in Government Securities, and the amount so invested was Rs. 20,000 at the close of the year 1885-86. Fresh investments were made in the succeeding years to build up this Reserve Fund, and at the close of 1889-90, the amount rose to Rs. 1,55,000. A substantial amount was realised as interest on these investments. The securities which were formerly invested in the Bank of Madras were deposited with the Accountant-General from 1896-97. The face value of the securities thus held was Rs. 3,33,000 by the end of 1899-1900.

The position after 1904 :

The Indian Universities Act of 1904 formed an important landmark in the financial history of the University, as in other respects. The suggestion made to widen the functions of the University by the adoption of higher teaching and research on the one hand, and the insistence by the Government of systematic inspections of colleges on the other, demanded enormous expenditure. Therefore, in the place of the earlier financial aid from Government towards the annual expenses of the University, there came into operation the policy of grants in furtherance of Higher Education. Towards the initial outlay of the new ventures like the establishment of the University Library or the erection of buildings, non-recurring grants were made, while towards the maintenance of new Departments of teaching and research, recurring grants were given. Besides the University Library, travelling allowances for attending the meetings of the Senate to those Fellows who were resident outside Madras, the expenses connected with the inspection of colleges, and the University Vacation Lectures were some of the items towards which the University received grants from the Government.

The earliest substantial grant made by the Government of India to the University of Madras was in 1907, when a sum of Rs. 3,40,000 was paid towards the organisation of the new projects of development. In 1912, the Government of India provided a recurring grant of Rs. 65,000 and a non-recurring grant of Rs. 4 lakhs for the development of University work "to enable the University to make a definite step towards the realisation of the idea of a teaching University for higher work and to improve the inspection of colleges." With the help of these grants, for the first time in the history of the Madras University, departments of advanced research

and teaching were opened in 1914-15. These were the departments of Indian History and Archaeology, Indian Economics and Comparative Philology. In 1913, the Government of India had made another substantial non-recurring grant of three lakhs of rupees for expenditure to be spread over three years upon capital objects.

In 1912-13, the Government of Madras made over to the University a grant of Rs. 1,24,000 sanctioned in January 1907 for the construction of the Library buildings, besides the recurring grant of Rs. 20,000 towards the inspection of colleges, travelling allowance to members of the Senate and other items of expenditure. A sum of one lakh of rupees was granted in 1912 towards the preparation of a Tamil Lexicon.

There was a fall in the fee income of the University from 1912 on account of the acceptance of the School Leaving Certificate examinations of the Governments of Madras, Travancore, Cochin and Hyderabad as equivalents to the Matriculation examination of the University. Though the University received annually a fixed amount of money from the respective Governments as compensation, it was considerably less than the income from the earlier source. Obviously, the income of the University would have increased enormously, if during the period of tremendous rush for admission to the colleges, the older system had continued.

Budget Statements :

For the first time, Budget Estimates were prepared in 1914-15, in accordance with the suggestions which had been made by the Accountant-General in his audit report for 1912-13. The Budget Estimate was approved by the Syndicate. In the same year, the surplus floating balances of the University Fee Fund held by the Accountant-General were placed in Fixed Deposit for short periods with the Bank of Madras with the sanction of the Accountant-General.

The procedure in respect of the preparation and presentation of the Budget was systematised in 1917. The Senate, at its meeting on 9th March 1917, made provision in the Statutes regarding the framing of the Annual Budget in order to systematise the financial administration of the University. According to the new Statutes, the accounts were to be maintained by the Registrar under the directions of the Syndicate, and the Registrar was to submit the accounts to such examination and audit as the Governor of Fort St. George might direct. The Registrar was authorised to receive all payments due to the University and to credit them to the proper heads of account. All cash and accumulated balances in the Fee Fund account were to remain in the custody of the Accountant-General, Madras. All authorised payments in the case of Fee Fund account were to be made by the Registrar through either bills

on the Accountant-General or cheques from the Registrar's permanent advance. A budget statement, indicating the receipts and expenditure of the year and the estimated receipts and expenditure of the succeeding year, was to be placed before the Senate for its approval. Thus the procedure begun in 1914-15 was made more systematic. The arrangements introduced by the regulations of 1917 have been followed down to the present day.

The position after 1923:

With the University Act VII of 1923 commenced the modern epoch of the history of the Madras University. It had its marked influence on the financial position of the University as on other aspects of her activities. The Government of Madras increased their grants to meet the growing needs of the University. A sum of Rs. 2,38,000 was sanctioned towards the development of the Library, Laboratory, Museums and workshops and towards the salary of the Vice-Chancellor, for it was by the Act of 1923 that the office of the Vice-Chancellor was made a salaried post. In 1924, a change in the procedure was introduced in regard to the payment of Government grants to the University, as a result of the suggestion made by the Vice-Chancellor to the Government of the desirability of handing over to the University the grants voted to it so that the unspent portion of it might not get lapsed at the end of the financial year. Thereupon, the Government laid down the procedure that the University should forward to the Government by November of each year an estimate of her requirements for the next official year as well as the amount of grant required, accompanied by statements of receipts and expenditure of the previous year and the anticipated receipts and expenses of the current year. The requirements of the succeeding year were to be shown in two parts, the first part indicating the schemes of new expenditure for which the grants were required for the first time and the second part showing the items already sanctioned. The amount of grant ultimately decided upon would be entered in the Budget Estimates as a lump allotment and would be subject to the vote of the Legislative Council. After the vote, the grant for the recurring expenditure would be disbursed in quarterly instalments in advance, on application, and any unspent balance out of the grant paid in the previous year would not lapse but would be taken as abatement of the grant due for the quarter succeeding that in which the savings came to the notice of the Government. The non-recurring grants would be disbursed on application with a certificate that the work for which the grant was required had been commenced and that the amount applied for would be spent during the year.

In 1925, the Syndicate appointed a Committee of twelve persons with Dr. John Mathai as Convener, and it conducted a comprehensive enquiry into the financial resources of the University in relation to the normal

expenditure and future commitments. The report of the Committee was considered by the Syndicate and placed before the Senate with its recommendations in October 1926. Considering the suggestions made by the Committee and the recommendations on them by the Syndicate, the Senate resolved to raise slightly the fees for all the examinations and to impose fees on a few additional items for such purposes as the recognition of examinations of other Universities and the scrutiny of old S.S.L.C. certificates. It was also decided that, from 1924 onwards, the sale of University publications and text-books was to be undertaken by the Registrar's office instead of through Messrs. Higginbothams Ltd., as had been the practice till then.

In 1926, the Government provided grants for the opening of Research Laboratories in Zoology and Bio-chemistry. In 1927, the scheme for the establishment of an Institute of Advanced Oriental Studies was accepted by the Government after some correspondence with the University. The Government allotted funds for this as well as for the starting of a Department of Indian Philosophy.

The establishment of the Andhra University in 1926 and of the Annamalai University in 1929 resulted in a slight fall in the University income. Fortunately, by that time new colleges had been opened within the jurisdiction of the Madras University and the number of students had increased. Therefore, the loss of income arising from the establishment of the new Universities did not seriously affect the financial position of the Madras University.

A measure, which had been under the consideration of the University authorities for a long time, was given effect to on 1st April 1929. This was the institution of a Contributory Provident Fund for the employees of the University. For the purpose of meeting the liabilities of payment of pension to those members who had opted to remain under the Pension Rules, a new Fund called the Pension Fund was opened in 1929-30.

Under the University Amendment Act of 1929, the University began to receive a block grant annually of at least Rs. 2 lakhs from the Government in addition to the Statutory grant of Rs. 85,000 according to the Act of 1923. Among the conditions imposed by the Government when making grants, the University was required not to undertake new schemes involving recurring or non-recurring expenditure which it could not meet fully out of its own resources including the block grant. The Government also stipulated that no portion of the grant should be spent except on the statutory purposes of the University. The University was further required to obtain the approval of Government for the starting of any new scheme even though the expenditure on it would be met from the resources of the University. The University authorities represented to the Government that these conditions amounted to a power of veto and that the autonomy of the University

was affected by such stipulations. However, the Government replied that the power of veto related only to the starting of schemes which would ultimately involve a grant from the Government and that it was not their intention to interfere in any way with the autonomy of the University.

Financial Depression :

The year 1931 saw the beginning of financial stringency in the wake of the world-wide depression. The University appointed a Committee in 1931 in order to consider the question of effecting economies in expenditure. The Government also suggested the desirability of the University surrendering 8 per cent of the amount of the grant, and the University agreed to the suggestion. The surrender continued till 1932-33. Moreover, the Government directed the University to pay an annual fee of Rs. 4,300 as fee for the audit of the University accounts. On the recommendations of the Retrenchment Committee, the University imposed a cut of 5 per cent on the salaries of the officers and teaching staff for a period of one year from 1st April 1932. Besides, a cut was made on the rates of travelling allowances ; and the number of meetings of the Academic Council and the Boards of Studies was reduced. On account of the financial stringency the opening of new branches of research was deferred. It was resolved that when the funds became available the Department of Geography should be opened first. The establishment of other branches of research like Physics, Statistics, Experimental Psychology and Anthropology was postponed for the time being. The formation of the Travancore University in 1937 affected the fee income of the Madras University in a considerable measure, and certain economies were effected in the normal expenditure in order to make up for the reduction in receipts. The University continued to receive the annual grant of Rs. 3·15 lakhs which were paid to the University in monthly instalments beginning from the year, 1938-39.

Meanwhile, the need for opening Technological courses was increasingly felt. The South Indian Mill Owners' Association, Coimbatore, offered a sum of Rs. 3 lakhs as a non-recurring grant as well as a recurring grant of Rs. 25,000 for starting a degree course in Technology. This, however, did not bear fruit, because it was not possible for the University to start the Institute for the Technology course at Coimbatore. The University had decided to locate the Institute at Madras, and so, the sum of money (Rs. 1,80,000), received earlier from the Mill Owners' Association, was refunded. However, the Government again came to the aid of the University. A non-recurring grant of Rs. 7 lakhs and a recurring grant of Rs. 85,000 was promised by the Government of Madras, and Dr. K. V. Al. Rm. Alagappa Chettiar, a great philanthropist, also made a donation of Rs. 3 lakhs and two sovereigns for the institution of the College of Technology by the University. The Government alienated to the University 47 acres of land

near the College of Engineering for the location of the new College. The annual recurring grant was increased by the Government subsequently from Rs. 85,000 to Rs. 4 lakhs from 1945-46. The Government of India was equally kind in sanctioning, on the representation of the University, a non-recurring grant of Rs. 4,05,000 for the College of Technology and another amount of Rs. 60,000 for a period of two years for the encouragement of Leather Research. The Madras Government increased the amount of the annual block grant as and when additional appointments were sanctioned as a result of either the expansion of the existing departments or the creation of new ones. The recurring grant received in 1952-53 was Rs. 6·51 lakhs which the University has been continuing to receive in subsequent years. The Central Government and the University Grants Commission have also sanctioned substantial grants to the University for the improvement and progress of higher learning in the Humanities, Sciences and Fundamental Research. The manner in which these generous grants from the State Government and the Central Government were spent by the University in the furtherance of higher learning will be seen in the account of the Research Departments in Chapter XII of this account.

The attainment of independence, and along with that, the establishment of complete Provincial autonomy had an important effect on the University. In particular, the financial position improved, and the grants from the Government increased. Several schemes of development had been held up during the period of the Second World War. As a consequence of the higher cost of living, the University was obliged to pay Dearness Allowance to the Teachers and the Establishment. In order to meet this new item of expenditure, as well as to restore the old scale of remuneration to examiners, to improve the salaries of teachers, to provide for the opening of the College of Technology and if possible to establish new Departments, the fees for the several examinations of the University were revised in 1948. Fortunately, the Madras Government increased the amount of annual block grant as and when additional appointments were sanctioned in connection with either the expansion of the existing departments or the establishment of new ones, like those of Hindi, Physics, Geology, Chemistry and Legal Studies. Besides the recurring grant of Rs. 6·51 lakhs which the University has been continuing to receive in subsequent years, the Madras Government sanctioned non-recurring grants of Rs. 4·5 lakhs for the Departments of Physics, Geology and Geophysics, distributed over a period of three years from 1951-52, Rs. 30,000 towards buildings for Textile Technology and Rs. 1·16 lakhs for the expansion of the activities of existing departments and the equipment of laboratories.

The Central Government, and the University Grants Commission after 1952, have sanctioned money in the shape of recurring grants towards

the maintenance of the Chemical Engineering and Textile Technology departments and for additional appointments to the teaching staff in the departments of Botany, Statistics, Chemistry, Bio-chemistry, Zoology and Business Management. They have provided funds for the preparation of the 'Catalogus Catalogorum' and payment of personal allowances to teachers, in addition to the non-recurring grants of Rs. 6·70 lakhs for the implementation of the Development Plan in respect of Textile Technology and of the Post-graduate and research training facilities in the different Science departments, for the purchase of library books in Science, Humanities and Social Sciences, and finally for Experimental Psychology and Fundamental Research. The University, on her part, has been making annual contributions to learned bodies and associations like the University Union, amounting to about Rs. 60,000.

The present position : Revenue :

At present, the principal sources of income are the fees for the several examinations conducted by the University, fees for the registration of Matriculates and for the grant of Diplomas at Convocations, fees for exemption from the production of certificates of attendance for appearance at the University examinations, compensation for the S.S.L.C. scheme, fees charged for the issue of marks and certificates, tuition fees for the different Diplomas and post-graduate courses, fees levied for the grant of affiliation to colleges, interest on investments, and lastly, sale proceeds of text-books and other publications.

The Fee Fund is the main source of income for the University ; it accounts for about Rs. 27 lakhs out of a total income of nearly Rs. 42 lakhs. Next in importance to the Fee Fund is the income received in the shape of Government grants. The normal recurring block grant provided by the State Government to the University is Rs. 6.51 lakhs, as mentioned earlier. Recurring grants, amounting annually to about Rs. 2 lakhs, are received from the Government of India towards the maintenance of the Alagappa Chettiar College of Technology. Moreover, the Government of India have sanctioned certain research schemes to be undertaken in some Research Departments of the University, and the entire cost of conducting these researches is met by them. Thus, it is estimated that, for the year 1956-57, the Government of India would be paying about Rs. 2 lakhs towards the expenses of the Agro-Economic Research unit, Farm Management studies, Survey of Handloom industry and the Madras City Survey. There is, again, the grant of about Rs. 63,000 from the Government of India for Research Training Scholarships and work under the scheme of the Council of Scientific and Industrial Research. Thus, the total grant from the Central and State Governments aggregate to well over ten lakhs of rupees per annum.

Expenditure :

The principal heads of expenditure are the University examinations, salaries and allowances of the officers, members of the teaching and research staff and of the establishments, Provident Fund contributions, travelling allowances to members of the University authorities, including the travelling and halting allowances for the members of the University inspection commissions, purchase of books and periodicals for the Library and of stationery materials for the University, printing of text-books and other publications, award of Research Fellowships and Studentships and expenditure for the conduct of diploma courses. For the current financial year, 1956-57, the total estimated expenditure is about Rs. 45 lakhs, while the receipts are expected to provide only about Rs. 43 lakhs.

The development of the financial position of the Madras University from small beginnings to the enormous magnitude of the present, is evident not only in the increased amounts of income and expenditure but also in the growing complexity of her accounts. While early this century, the entire system of accounting of the University was comprised under four heads, viz., the Fee Fund, Endowment Account, Government Contribution Account and Library Account, the heads of accounts continued to increase rapidly during the course of the last half century. From four in 1910, the heads of accounts have risen to seven in 1913, twelve in 1922, sixteen in 1930 and to twenty-nine at the present. The increase in the diverse categories of income and expenditure explains the growth of the different sub-sections in the matter of accounting.

Endowments :

Private philanthropy has added to the financial resources of the University in the form of Endowments made on different occasions. The University holds in trust the endowments made by the various philanthropists from time to time and allocates the interest accruing from the endowments to the specified items. The endowments constitute an important, though fortuitous, source of income to the University. The purpose of each donation made by private individuals or corporations is laid down in the deed executed by the donor with the University. Generally, the endowments are made in order to provide, firstly, medals and prizes for candidates obtaining the highest marks in particular examinations of the University, secondly, prizes for outstanding essays and theses on specified subjects, thirdly, scholarships for deserving students in order to help the prosecution of their further study, fourthly, remuneration for special lectures on suitable subjects pertaining to the prescribed branches of advanced knowledge, and finally, aid towards the opening of new departments of higher study and research and the creation of Fellowships or other facilities for the advancement of research.

Prizes and Medals :

Fortunately, the University of Madras has received generous endowments for most of the purposes stated above. The earliest donation for the award of a prize was given in 1863 by His Highness Rama Varma, the First Prince of Travancore, who provided a sum of three hundred rupees to be used for presenting a gold medal to the candidates who, passing in the First Class, obtains the highest marks in the B.A. Degree examination of the succeeding year. In consultation with the Prince it was finally decided by the Senate that the award should take the shape of a medal costing Rs. 200 and of suitable books purchased with the balance of Rs. 100. The recipient of the medal and books was Sri Poondi Ranganatha Mudaliar, the only candidate who passed in the First Class in 1864.

In 1868, Sir Strafford Northcote, the Secretary of State for India, placed in the hands of the Chancellor of the University a sum of Rs. 1,000 to be devoted to charitable purposes in Madras, and it was decided by the Chancellor to utilise the amount for the award of three prizes, one to each candidate who secured the highest marks in the Matriculation, F.A., and B.A., examinations respectively of 1868-69. In the same year, prizes were instituted by His Highness the First Prince of Travancore for award to the students obtaining the highest marks in Sanskrit in the Matriculation, F.A., and B.A. examinations respectively, and by Sri Muthuramalinga Setupati for the student who secured the highest marks in Greek and Latin among those who had offered these optional languages for the B.A. Degree examination of 1868-69.

But, while the above-mentioned prizes and medals were provided in respect of the examinations of a particular year, the provision of an endowment for the purpose of presenting prizes annually was first made in 1869 by Sir Tanjore Madhava Rao, K. C. S. I. He endowed a sum of Rs. 3,000 towards the award of two prizes of the annual value of about Rs. 60 and Rs. 40 respectively in the shape of either money or books at the discretion of the Syndicate. Only those candidates who were born in the Tanjore District and had lived there at least for ten years were eligible for the prizes. The first prize was to be awarded to the student who stood highest in the First Class in the F.A. (later, Intermediate) and the second to the student who stood second in the examination. Thereafter, numerous endowments for the annual award of prizes and medals for those scoring the highest marks in particular examinations have been instituted. The total number of annual prizes and medals at present is 105. Among these, the one having the largest endowment is the King George V Memorial Tamil Prize founded by His Holiness Sri-La-Sri Kasivasi Swaminatha Thambiran Swamigal of Tiruppanandal. The endowment at present consists of Rs. 37,700, invested in Government Securities. From the annual interest thereon,

a sum of Rs. 1,000 shall be paid in cash as prize every year to the candidate who stands first in the First Class in Tamil in the Oriental Title examination, Vidwan (Final), taking Tamil alone as the subject under Regulation 7-D.

Prizes for Theses :

Prizes to be awarded for essays or theses of merit were instituted from 1900 onwards. The earliest of this series were the 'Maharaja of Travancore Curzon Prizes' to be awarded for the two best essays or theses written by a graduate of this University on any of the specified subjects. There are seven other prizes of this kind like the 'Ramarayaningar', 'Ramanujam', 'Gokhale' and 'Sankara Parvati' prizes. Of these, the one bearing the highest endowment is the Ramarayaningar Prize. It carries Rs. 10,000 endowed by the Hon'ble Sri P. Ramarayaningar in 1913. The fund at present has amounted to Rs. 18,500 and it is to be devoted to the encouragement of scientific publications in Telugu. Slightly lower in amount is the endowment for the 'Ramanujam Prize', which was founded by the subscribers to the Memorial Fund, raised in 1930, in honour of the great mathematician, Sri S. Ramanujam, B.A. (Cantab), the first Indian F.R.S. who was admitted to that Fellowship at the early age of 30 years. The endowment at present consists of Rs. 14,300, the interest on which is provided for the award of a prize for mathematical study and research, once in two years, the value of the prize being not less than Rs. 500.

Scholarships :

An equally commendable purpose for which endowments have been made is for providing scholarships which give financial help to deserving students. The earliest of such scholarships was instituted in 1863 by the Right Hon'ble Francis Napier, Governor of Fort St. George. He endowed a sum of Rs. 10,000 for the award of a scholarship to a student in Arts and Science, born in the City or Collectorate of Madras. The endowment at present consists of Rs. 11,900 invested in Government Securities, the interest accruing from which is of the monthly value of Rs. 30 and it is awarded to the candidate, who, among those eligible for the scholarship, stands first in First Class in the Intermediate examination in Arts or Science. The scholarship is tenable during the student's continuance of studies in the B.A., or B.Sc., or the B.A. (Hons.) or B.Sc. (Hons.) courses.

There are at present endowments in the University for 26 scholarships under the Faculties of Arts and Science, Oriental Learning, Law, Medicine, Engineering, Technology and Fine Arts. Among all the scholarships the one which carries the largest endowment is the group described as the 'Anne Isabella Subramanyam Scholarships' in the Faculty of Medicine. This group was first instituted in 1899 by Diwan Bahadur Narayana Aiyar

Subramanyam in memory of his late wife, Anne Isabella Subramanyam. In 1900 and 1901, two more endowments were added to the original endowment, thus making up the total of Rs. 47,500, the interest accruing from which is to be devoted for the support of an Indian Christian student undergoing a course in Medicine. A little lower in value to the Anne Isabella Subramanyam Scholarships is the group called the 'Nayudu Soundaravalli Ammal Scholarship', also in the Faculty of Medicine. The endowment at present consists of Rs. 36,850, the interest from which is used for awarding two scholarships to caste Hindu women students joining the first year class of the M.B. & B.S. course of the University of Madras. They are awarded by the Syndicate on the recommendation of a Committee of three members of the Faculty of Medicine nominated by the Syndicate.

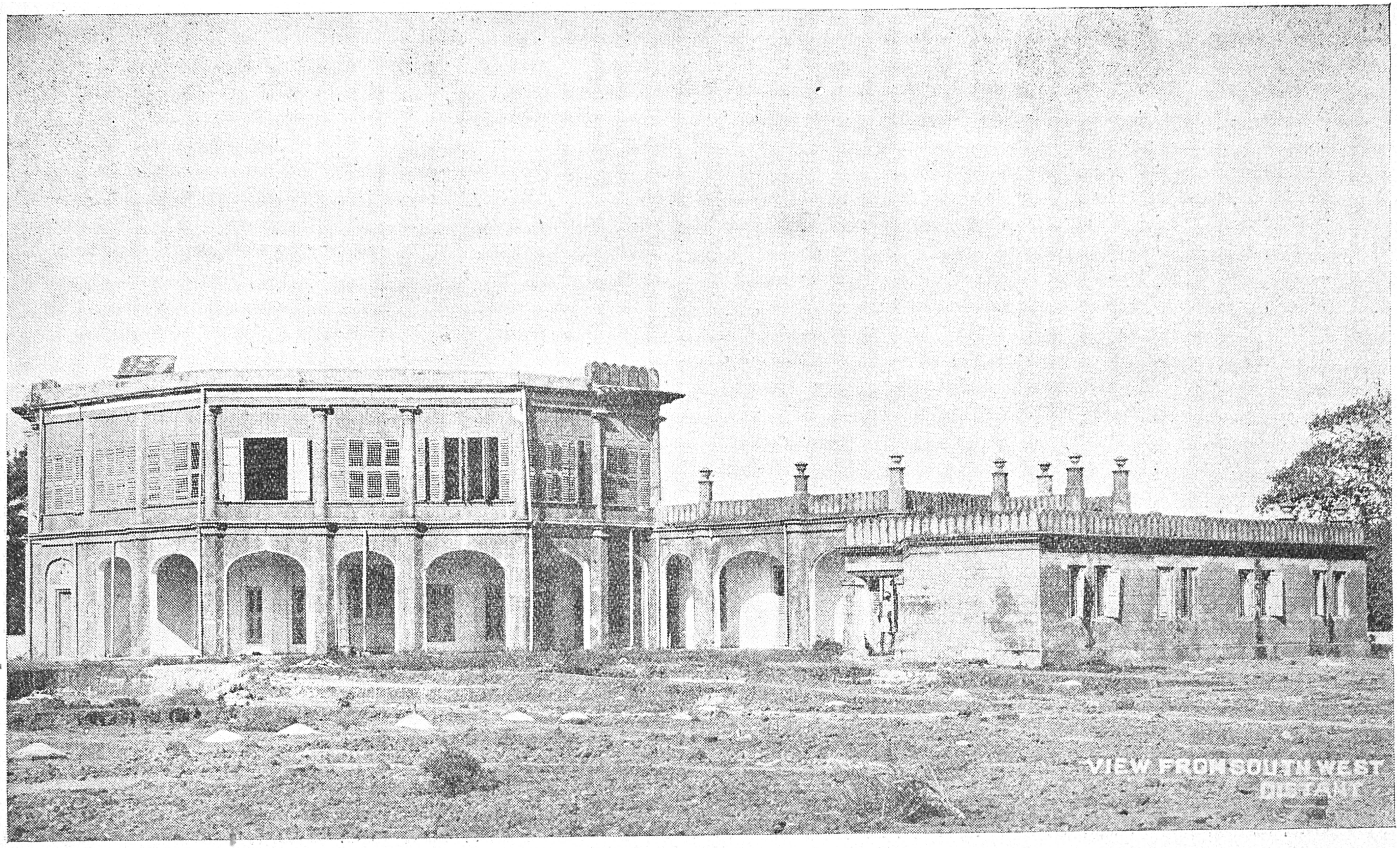
Endowment Lectures :

A type of endowment, providing facility for the advancement of higher learning, is the establishment of lectureships. A course of two or more lectures on the basis of independent investigation, arranged to be delivered every year, or once in two years, provides a stimulus for experts to present their views on particular themes and, at the same time, benefits workers and students engaged in the same field of study.

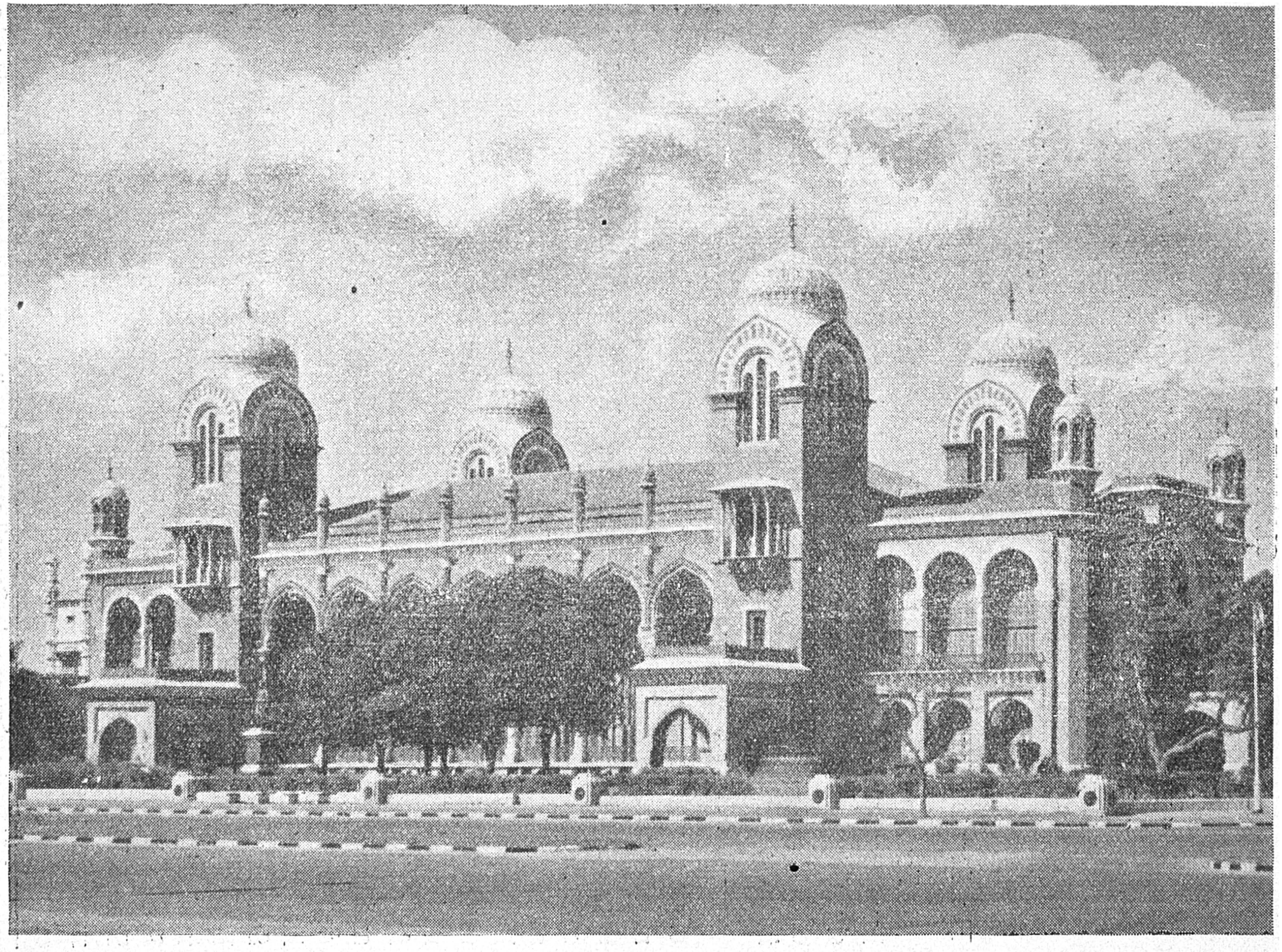
Sri V. Krishnaswami Aiyar, B.A., B.L., Member, Madras Executive Council, instituted the earliest Endowment Lectureship in the University in 1911 in the name of Sir S. Subrahmanya Aiyar. The endowment at present consists of Rs. 7,750 and yields an annual income of Rs. 250. The lecture shall be on any topic connected with Physical or Natural Science or the Ancient History and Archaeology of India. The main subject for each year shall ordinarily be selected in rotation from the above-mentioned subjects. The terms of the endowment for prizes which had been instituted in 1900 by the Maharaja of Travancore were modified in 1934 by the Syndicate so as to include, besides the two prizes for essays or theses, three Lectureships connected with Clinical Medicine, Engineering and Agriculture. On the whole, there are now 17 endowed Lectureships in the University. They cover a wide variety of branches of knowledge including Medicine, Engineering, Agriculture, Physical Science, Natural Science, Ancient Indian History and Archaeology, Economics, Philosophy, Political Science, Sociology, Law, Aesthetics, Ancient Indian culture, Public Finance and Public International Law. The lecturer shall be chosen ultimately by the Syndicate from among those recommended by an expert committee. Usually, the lecturer is selected not less than three months in advance of the date of the lectures. Most of the lectures are annual, some are biennial and a few triennial. If in any year the award is not made, the interest accrued shall be added to the corpus

of the endowment. The University may print and publish the lecture and in case the University does not choose to do so, shall give the lecturer full liberty to publish it. Among the lectureships of the University, the one for which the largest sum (Rs. 91,000) has been endowed is the Sir William Meyer Lectureship, delivered in alternate years on History and Economics.

While the numerous endowments made to the University of Madras for the purposes mentioned above are laudable, it must be observed that large donations for the foundation of Professorships or Fellowships or as general aids for the advancement of research and expansion of the activities of the University have not been considerable. Dr. Rm. Alagappa Chettiar's donation in aid of the College of Technology is an illustrious example which, if followed up, would prove immensely helpful to the University. Another generous donation of Rs. 51,800 came from Miss Theodore Lazarus and her sisters in 1946 to be utilised towards the establishment of a chair in Tamil in the University. The interest accruing from the donation, together with the Government grant of Rs. 2,500, has been utilised by the University in creating a Professorship in Tamil, called ' The Rev. Dr. Lazarus Professorship in Tamil '. Great as these contributions are, they serve to indicate the admirable direction in which donations can foster the cause of learning. There can never be too many endowments for the advancement of research and higher studies. It is important to remember that some Universities in India, like the Banaras and Aligarh Universities have obtained munificent endowments from Princes and others. The Calcutta University has received liberal endowments from persons like Sir P. C. Ray, Rash Behari Ghose and Tarakanath Palit, while Bombay has had the benefit of generous gifts from the Singhania and Tata Trusts, besides endowments from other philanthropic citizens. Nearer home, the Annamalai University owes its rise and development to the munificent liberality of Raja Sir Annamalai Chettiar. Though it is idle to dream here of the same measure of private aid for education as in Britain or the U.S.A., it is not too much to expect that a much more generous and farsighted attitude than has appeared so far in South India, will soon help the cause of higher education. Perhaps the suggestion made by the Radhakrishnan Commission, to exempt donations in favour of education from the operation of the Income-Tax law, on the American pattern, may provide an incentive.



MARINE VILLA



SENATE HOUSE

CHAPTER X

Buildings

"We require from buildings, as from men, two kinds of goodness; first, doing their practical duty well; then that they be graceful and pleasing in doing it."

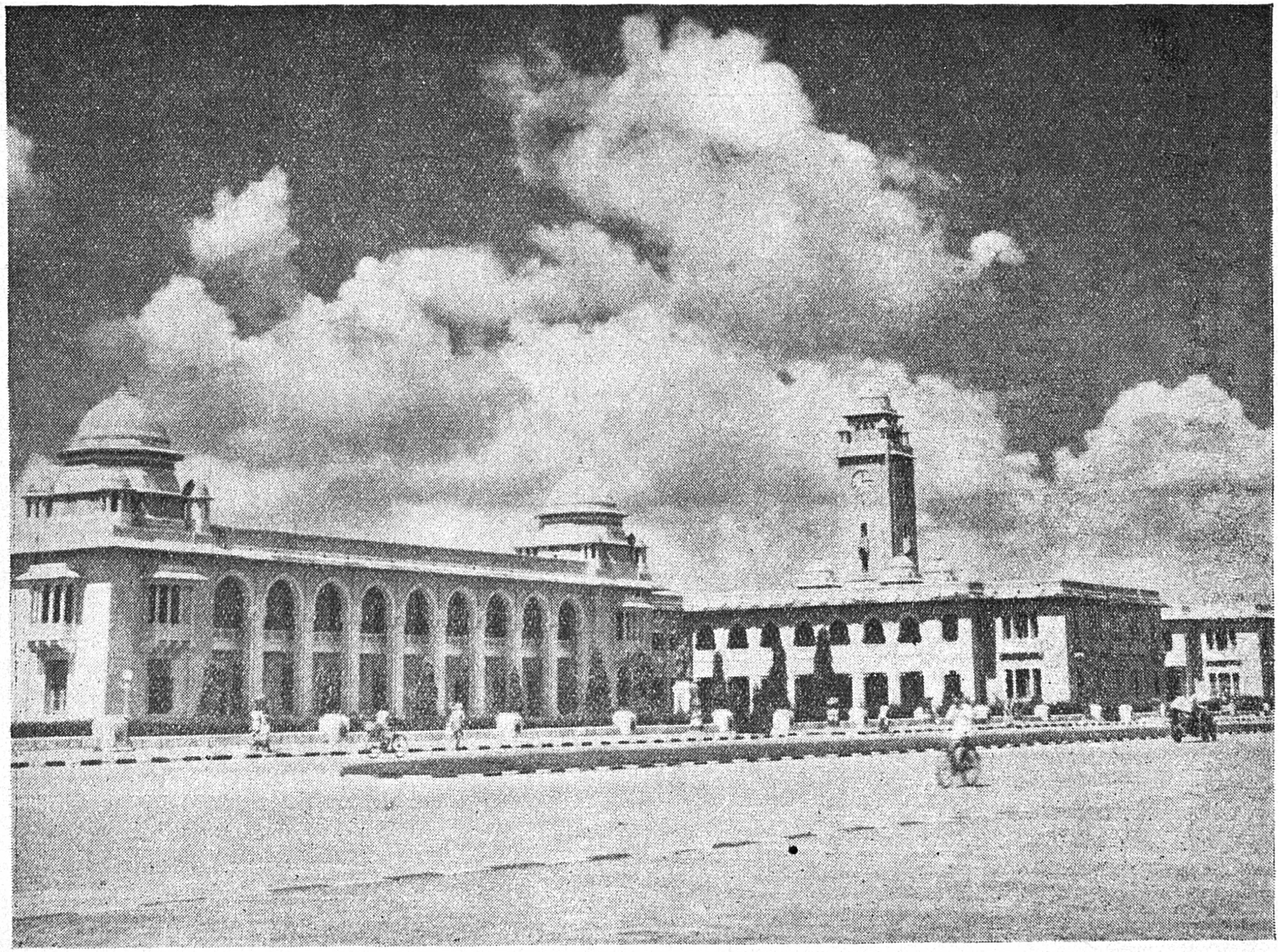
JOHN RUSKIN.

The Senate House :

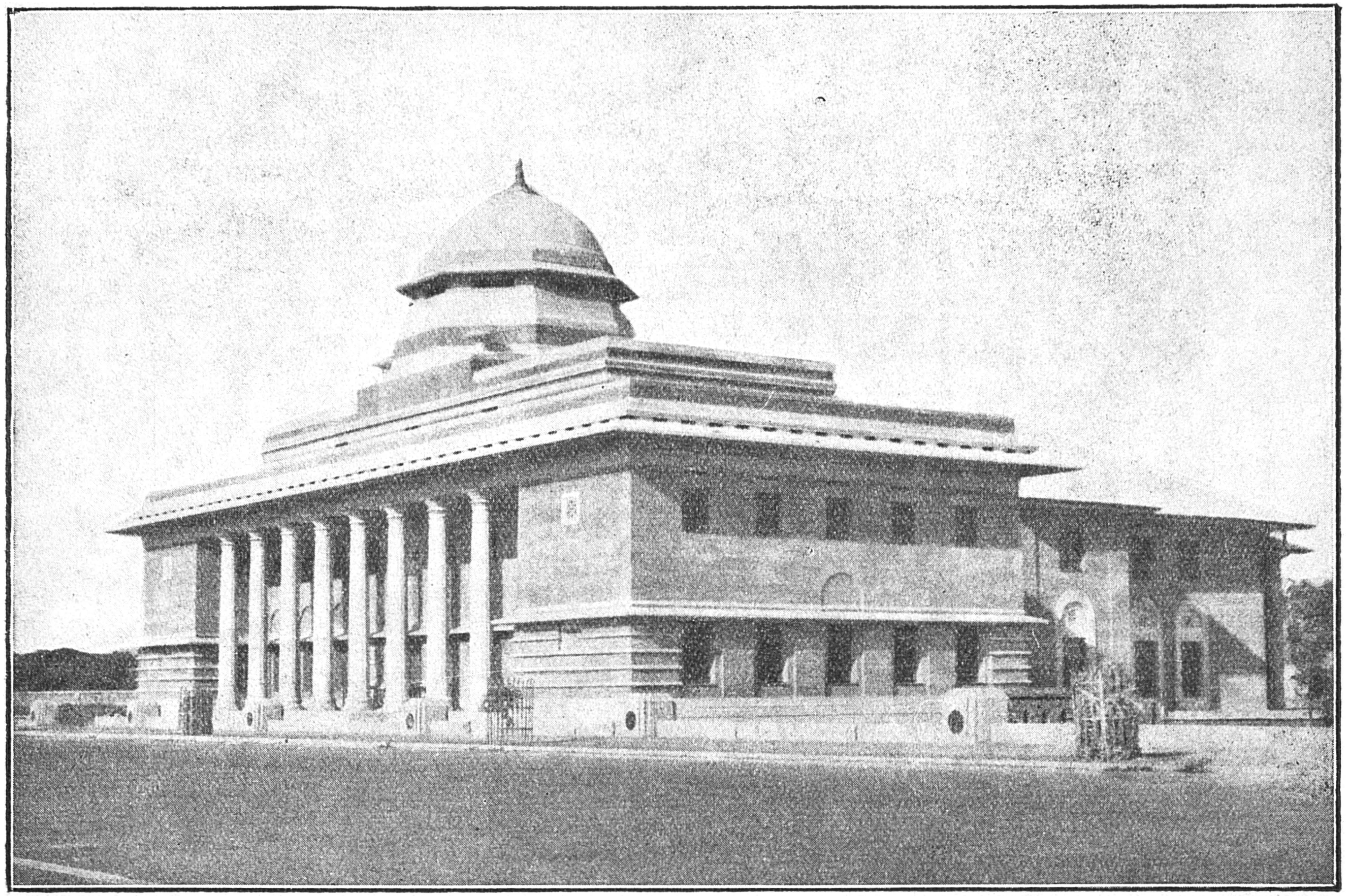
For several years in the beginning, the University of Madras did not have any habitation of her own. The administrative offices of the University were, under the direction of the Government, located in the buildings of the 'High school of the University' at Egmore, and later, from July 1870, in those of the Presidency College at Triplicane.

The need for providing a separate building to house the administrative office as well as to hold meetings of the Senate had arisen with the establishment of the University in 1857. The earliest structure erected for the use of the University was the Senate House. Regarding the location of the contemplated Senate House, divergent views were held by the authorities at the outset. The Governor of Fort St. George, who was also the Chancellor of the University, favoured the idea of building the Senate House adjacent to the Presidency College in order to afford facilities for a proper co-ordination of the activities of the two institutions.[1] Actually, in 1864, designs for a single structure, which could accommodate both the Presidency College and the Senate House were called for, and the prize of Rs. 3,000 for the best design was awarded to Mr. Chisholm. But the idea of locating the two institutions in close proximity to each other did not find favour with the Senators, who, unanimously expressed their view that it would be better to have the proposed Senate House erected apart from all other educational institutions ; and the Governor-in-Council respected the wishes of the Senate in this matter. On 30th May 1869, the foundation stone for the Senate House was laid, and thanks to speedy work conducted under the supervision of the Government, who bore the entire cost, the construction of the building was completed in 1873 and it was occupied in the same year.

[1] H.E. the Governor-in-Council stated that "the great advantage of having the most important educational institution at the Presidency in close proximity to the University Senate House in the facilities which will thus be afforded to the students of attending the University lectures in the event of University Professorship being established at some future time—more than counter-balances any objections that can be urged against the measure." The Eighth Annual Report of the Syndicate, P. 49.



UNIVERSITY BUILDINGS



THE UNIVERSITY EXAMINATION HALL

Though the Senate House had a large hall, there were not enough rooms for accommodating the various sections of the Registrar's office, the records and books. In 1886, certain rooms were suitably partitioned and other amenities were provided. A commodious latrine was constructed on the canal bank at a cost of Rs. 8,080, more than half of which was borne by the University, while the balance was met by the Government.

Soon, with the growth in the number of colleges affiliated to the University and the vast increase of candidates appearing for the examinations, the administrative work of the Registrar's office increased, and the consequent need for accommodating the additional clerical staff became acute, and it was decided to provide extensions to the original building. The additional rooms at the northern and southern wings of the large hall, which were estimated to cost over a lakh and a quarter of rupees, were sanctioned by the Government in 1884, and the work was completed during the course of the year. Still, there remained the need for a compact hall for conducting the meetings of the Senate. Therefore, arrangements were made in 1899 to alter the small room on the first floor at the southern extremity of the Senate House in order to adapt it for holding the Senate meetings. At present, besides the huge hall on the ground floor, which can accommodate over 1,600 persons at a time, as on occasions like the Convocations, there are two rooms near the northern entrance, where certain Diploma classes are held. On the top floor there is a hall at the northern wing, which was originally used as the Syndicate Room, but, at present serves as the venue for the Senators to assemble for passing the graces of the Senate, prior to the Convocation ceremony. At the southern wing, the ground floor has two rooms, where the department of Indian Economics was housed till 1936; they are now utilised for preserving the old publications of the University. On the first floor, which is reached by a winding staircase at the southern end, there is the Senate Hall which can accommodate over three hundred persons at a time. Meetings of the Senate and the Academic Council, besides certain of the Endowment and other University lectures, are held there.

The entire building has been constructed with artistic skill. The architectural pattern of the Senate House is admirable. The Deccani style of Moslem architecture, which had been developed by the Sultans in the south, particularly during the 16th and 17th centuries, has had a profound influence in the style adopted in the construction of this edifice. Obviously, the desire to make it harmonise with the adjoining palace of the Nawab of Arcot accounted for this decision. However, it is undeniable that the result has been splendid. The gigantic hall on the ground floor 130 feet long, 58 feet broad and 54 feet high, together with the corridors flanking it on the east and west, is supported by seven massive, but exquisitely chiselled,

stone pillars on either side. The stone arches between the pillars are splendidly executed. On the whole, with its four attractive towers rising high at the four corners of the building, surmounted by artistically shaped domes which are painted in variegated colours, the Senate House presents a charming appearance. The elaborately carved ceilings and the beautifully painted window panes add to the picturesqueness of the edifice.

The main entrance in the north leads to the Convocation Hall, while a corresponding entrance in the south leads to the rooms on the southern wing. Besides, there are two entrances on the eastern wing of the Convocation Hall and two entrances corresponding to them on the west. Elegantly constructed porticoes adorn the frontage of all these entrances. Each of these porticoes is surmounted by an artistically perforated parapet, at the corners of which appear decorated domes of a miniature size. The dignified grandeur of the entire edifice, coupled with the wealth of decorative detail, doubtless places the Senate House in the front rank among the artistic charms of the Marina.

Statues :

Opposite the southern entrance, facing south, there is the magnificent statue of Queen Victoria in the seated posture. The statue rests on a massive stone pedestal, which itself is reached by three tiers of platforms of stone. An artistically carved canopy of iron sheets covers the top of the statue. An inscription on the pedestal states that this memorial was " erected by Rajah Goday Naraen Gujputee Rao of Sri Goday family of Vizagapatam in token of his loyalty, and respect and admiration of Her Majesty's many virtues." The statue was unveiled by the Right Honourable The Lord Connemara, Governor of Fort St. George, on 20th June 1887.

In front of the northern entrance, facing north, there was the statue in the sitting posture, of Diwan Bahadur Sir S. Subrahmania Aiyar, B.L., LL.D., K.C.I.E., Judge of the High Court, Madras, who has had the distinction of having been the first Indian Vice-Chancellor of the University of Madras. The statue was erected in 1927 by means of public subscription in token of the high esteem he commanded among all people. It is now on the eastern side facing the Marina.

On the eastern wing of the lawn there are also two statues facing the Marina ; one is that of Sri V. Krishnaswami Aiyar, C.S.I., and the other, a few yards to the south, is that of Sri Gopal Krishna Gokhale. Sri V. Krishnaswami Aiyar was a member of the Executive Council, Government of Madras, and was besides deeply interested in higher education. His statue was erected through public subscription in the year 1916, and it was unveiled by H. E. the Governor on 27th March 1916. The statue in the standing pose has been skilfully executed, and it presents a majestic appearance.

The statue of Sri Gopal Krishna Gokhale, C.I.E., teacher and statesman, is also in the standing posture. In token of the high popular esteem he had won by virtue of his services in the field of education, no less than in that of politics, the citizens of Madras had this erected in 1925. On one face of the slab on which the statue stands, there is found inscribed a valuable excerpt from his speech at Dharwar, delivered on 27th April, 1903. It runs thus : " Can not a few men—five per cent, four per cent, three, two, or even one per cent of the Hundreds and Hundreds of Graduates that the Universities turn out every year take it upon themselves to dedicate their lives to the sacred work of the elevation of low castes ? " Another face of the pedestal presents the following inscription of an extract from his speech delivered in Madras on 25th July, 1904. : " It may be true that the history of the world does not furnish an instance where a subject race has risen by agitation. If so, we shall supply that example for the first time. The history of the world has not come to an end. There are more chapters to be added." The southern face of the slab contains the following maxims of the ' Servants of India Society ', of which Sri Gopal Krishna Gokhale was the founder and first member. : " Public life must be spiritualised. Love of country must so fill the heart that all else shall appear as of little moment by its side."

While the precincts of the Senate House were being thus enriched by statues of distinguished personages, there arose the need for a fresh building programme. When the University decided upon assuming new functions of teaching and research on the suggestion of the Government of India, additional accommodation was required. The departments of Indian History and Archaeology, Indian Economics and Comparative Philology were opened in 1914-15, and lectures had to be delivered periodically by Professors of these departments. Secondly, the University Library, which had by this time grown to a considerable size, had to be housed in a suitable building. Besides, the Government had decided to entrust the Oriental Manuscripts Library to the care of the University, and they urged the University to assume control over it. For the purpose of constructing a building to accommodate the Library, the Government of Madras made over to the University a grant of Rs. 1,24,000, and, besides, permitted the University to utilise Rs. 2 lakhs out of the grant of Rs. 4 lakhs given by the Government of India in 1912. Moreover, the Government of Madras were pleased to transfer to the University the land to the west of the Senate House to be used as the site for the erection of these buildings.

Meanwhile, as a temporary measure, the Syndicate arranged in 1913 for the tenancy of the property, No. 1 Moore's Gardens, Nungambakkam, at a rental value of Rs. 150 per mensem for the accommodation of the University Professors, Readers and their establishments.

The Syndicate decided the preliminary questions concerning the erection of the new buildings on the site granted by the Government, and availed themselves of the visit of His Excellency the Viceroy, Lord Hardinge, to request him to lay the foundation stone for the University buildings. This ceremony took place on 25th November, 1913. Thereafter, a Committee was appointed to consider the details of construction so as to accommodate the University Library, the Oriental Manuscripts Library and the administrative offices. The Committee made recommendations on the accommodation needed by the various sections including the new office rooms for the Registrar and the staff, lecture rooms, cloak rooms, and other requirements. These details, together with the plans prepared on their basis, were accepted by the Syndicate in February 1914.

But the outbreak of the First World War led to the cessation of all activities connected with the building scheme. Moreover, it was brought to the knowledge of the authorities about this time that the site to the west of the Senate House was unsuited for the erection of the new buildings, since in the past, there had existed a tank near about that locality.

Thereupon, the Syndicate decided to purchase the 'Marine Villa' situated to the north of the Senate House. 'Marine Villa', with its extensive compound, stood on the site where the present University offices and the Library are located, and that building, which belonged to the Government, was under the occupation of the Surgeon to His Excellency the Governor. After the site was purchased, new plans were prepared. It was decided to construct the Departmental buildings to the north-east of the Library and connect it by a corridor. The construction was commenced on August 26, 1926.

Moreover, accommodation was required for the staff of the Language Departments which had been started in 1927, and therefore 'Thambu Villa' was rented for the purpose. The Departments continued to function there till 1930, when they were shifted to 'Limbdi Gardens'. The 'Limbdi Gardens' in Royapettah was taken up on lease for three years in the first instance from 1st October 1929 in order to house the Language Departments, the 'Tamil Lexicon Office', the Departments of Indian History, Mathematics and Indian Philosophy and the Oriental Research Institute. For the Department of Botany, a small building in the Agri-Horticultural Society grounds was taken on lease for two years in the first instance from 1st September 1929.

The Research Laboratories :

In October 1926, the Senate approved of the scheme for the erection of the Research Laboratories of Zoology and Bio-chemistry. The question of

a suitable site was under active consideration for some time, and, on 14th December 1926, the Chief Engineer was requested to favour the Syndicate with his opinion as to the suitability of the site west of the Senate House for the proposed construction. In his letter dated the 31st January 1927, the Chief Engineer stated that the subsoil of this site was suitable for the erection of the buildings. Thereupon, the Government was approached, who kindly assigned the site west of the Senate House on 13th September 1927 for the construction of the Research Laboratories. On the request of the University for a special grant, the Government graciously sanctioned Rs. 1,80,000 for the erection of the Zoology and Bio-chemistry Laboratories. The site to the west of the Senate House was finally settled for this purpose. The tiffin shed and the motor garage, belonging to the Board of Revenue, were purchased by the University, and after the tiffin rooms were demolished, the construction of the laboratories for Zoology and Bio-chemistry was commenced. Towards the cost of constructing these laboratories a grant of Rs. 1,24,000 was sanctioned by Government in 1930-31. However, the preparation of the plans and estimates took an unduly long time. Finally these two buildings were completed and occupied in 1933. For the purpose of housing the Botany Laboratory, a building was constructed with University funds at a cost of Rs. 1,00,000 in proximity to the other two Laboratories, and it was opened in 1936, along with the Departmental and Library buildings.

The Library and Departmental Buildings :

It may be noted that the designs of the Library and Departmental buildings were modified at several stages. At first, the operations were commenced in 1926 under the Firm of University Engineers—Messrs. Ayyar and Mudaliar. Owing to the death of one of the partners, this firm was dissolved, and in 1934, the work of supervising the construction of the Library, Departmental buildings, as well as the Examination Hall which was contemplated to be provided, and the Botany Research Laboratory was entrusted to the Firm of Messrs. Edwards Reid & Booth, who opened in Madras an office under the charge of the senior partner, Mr. S. J. Edwards, M.A., F.R.I.B.A., F.S.I. Beginning from 1934, Mr. Edwards was in direct supervision of the construction of the new buildings, and the designs were considerably modified to meet the needs of the University on the one hand, and to suit the available financial resources on the other. As far as possible, Indian materials, and particularly local materials, were employed in the construction. Stone bricks were used in the Library, Departmental buildings and in the Examination Hall. The construction of the Library and Departmental buildings was designed to conform in appearance to the Senate House and other edifices in the vicinity, like the old Nawab's Palace and the Presidency College. Sholinghur stone dressings were extensively used,

and it is interesting to observe that the arches of the new University buildings may be placed among the biggest, constructed in South India. Many characteristics of the Dravidian style of architecture have been embodied in the carved stone work. The domes adorning the different corners of the edifice, however, bear traces of the Moslem style.

The Examination Hall :

The necessity for the provision of a University Examination Hall at Madras for conducting the University Examinations was felt for a long time. In the city of Madras, normally provision had to be made each year for not less than 3,000 candidates for the March examinations and about half that number for the September examinations. It was not found possible to accommodate these large numbers of candidates in halls under the immediate control of the University. On the request of the University, the Government of Madras alienated in 1930 the present site i.e., the land south of the Wenlock Park, for the purpose of erecting an Examination Hall. The two halls in the building can together accommodate 500 candidates. With the accommodation now available in the Examination Hall, Departmental Buildings and Senate House, the University will be able to house at one sitting approximately 1,500 candidates. It may be observed here that the Examination Hall also contains rooms which are used for holding lectures as well as for accommodating certain Research Departments. In respect of the form of construction, the Examination Hall is entirely different from the University and Departmental buildings. The Examination Hall is a steel framed building in which all the weights of the superstructure are conveyed through the beams and stanchions of the frame to point loading of foundations where groups of reinforced concrete piles transfer the loads to the hard stratum of subsoil some 75 feet below ground level. The clear span of the main halls is fifty feet and broad flange sections of steel have been adopted.

All the four buildings, the Library building, the Departmental buildings, the Science Research Laboratories and the Examination Hall—are carried on reinforced concrete pile foundations, the average length of pile being about 75 feet at which depth, hard subsoil was found. The walls of brick-work in cement mortar carry the reinforced concrete floors, roofs and domes. The tower of the Departmental building, one hundred and fifty feet high, weighs 1,000 tons and is constructed of reinforced concrete up to the level of the roof of the building. A feature of special engineering interest is the unique design of the joints in floors and roofs to guard against cracks, due to expansion and contraction through varying temperatures.

The four floors of the Stack Room in the Library are calculated to accommodate more than 300 tons of books and are carried on by a steel frame on a reinforced concrete raft foundation entirely independent of the

main walls of the building to guard against the cracks through unequal settlement. Two electric hoists have been provided. On the whole, the present pile of buildings of the University commands an imposing appearance on the Marina, which is perhaps the best site of any University in India.

Appropriately, in front of the New University Buildings, there is the statue of Sir A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the University, in the standing pose. The statue was erected by public subscription on the happy occasion of the 61st birthday celebrations of Sir A. L. Mudaliar in 1947. He has been connected with the University of Madras for over 30 years, first as a member of the Syndicate and since 1942 as the Vice-Chancellor of the University. Indeed, the statue is a fitting tribute to the maker of the modern history of the Madras University.

The four groups of buildings together have, in the aggregate, cost Rs. 22½ lakhs. Of these, the grant of Rs. 5 lakhs by the Government of India and of about Rs. 3·2 lakhs by the Madras Government were obtained from outside. The balance of Rs. 14·3 lakhs was met from the University funds. It may be mentioned, however, that no help was received from private benefactions. In other countries like Great Britain benefactors make donations towards the erection of buildings besides providing for the establishment of Scholarships, Fellowships and Prizes.

The Alagappa Chettiar College of Technology:

The latest addition so far has been the magnificent building which houses the Alagappa Chettiar College of Technology. The need for providing technical training had been realised early but lack of finance remained the obstacle for a long time. Dr. Rm. Alagappa Chettiar made a munificent donation of Rs. 5 lakhs. The Madras Government gave a generous non-recurring grant of Rs. 7 lakhs, and an annual recurring grant of Rs. 85,000. Some of the courses were started in 1944, and others were added in the succeeding years. But, till 1950, the College was housed partly in the quarters lent by the Government Engineering College, Guindy, and partly in one of the Hostel Blocks of the College, which had been constructed in 1947. The building programme was begun in 1948, and in January 1950 the new buildings were opened by the Hon'ble Raj Kumari Amrit Kaur, Minister of Health, Government of India. These buildings have been erected on an expansive site of about 45 acres in extent which was kindly given in 1944 to the University free of cost by the Government of Madras. There is adequate accommodation for laboratories and for further expansion. Since 1950, the Leather Technology and the Textile Technology sections which were run partly by the Government of Madras

THE ALAGAPPA CHETTIAR COLLEGE OF TECHNOLOGY GUINDY—GENERAL VIEW.

and partly by the Central Leather Research Institute, have been housed on the east side of the Main Building.

The designing and supervising of the construction of the Alagappa Chettiar College of Technology were assigned to Mr. L. M. Chitale, Chartered Architect, practising at Madras. He prepared the plans and estimates. Messrs. Tarapore & Company were appointed as the general contractors. The construction of the building was commenced in January 1948, and completed in November 1949, while the provision of the various amenities took about eight months.

The main building is 381 feet in length, 257 feet in breadth and 60 feet in height at the central feature and has a floor area of 68,269 sq.ft. The area to be built up for the future extension of this Technological College is 95,018 sq.ft. Thus, the total area of the whole building when completed, would be 1,63,287 sq.ft., which is considered ample to meet the requirements of the College for many years to come. At present the southern wing consists of two storeys while the eastern and northern wings consist of one storey. It is intended that the main building should be of three storeys in height when this College develops to its full strength. Foundations have been provided to carry the building three storeys in height.

A large-sized porch leads to the main entrance hall. The staircase beyond the entrance hall has a central flight of steps 12 ft. in width and it branches off on either side 5 ft. in width, giving access to the first floor. The Lecture Hall and the Library are located on its left, and the Chemical Engineering Laboratories on its right. The Still Room is at the north-east corner of the building.

The first floor is reached by the main staircase as well as by three other staircases at the north-east, south-east and south-west corners of the building. This floor accommodates the Committee Room in the centre with Lecture Rooms and Laboratories on its west and the Office, the Director's Room, the Drawing Hall and Laboratory on its east. The second and Mezzanine Floors provide three large rooms.

Walls are built in stock bricks with cement mortar. Damp proof course has been provided. The floors, roofs, Tee beams, lintels and porch columns are in reinforced concrete. The roof slab is protected by Madras waterproofing. The doors and windows are in teakwood, fully glazed, with oxidised brass fittings. Electricity, gas, vacuum and water mains have been laid in underground ducts in verandahs. Two overhead tanks of 5,000 gallons capacity have been built at the highest level in the building to ensure enough pressure of water on the lower floors. Simplicity and economy, combined with spaciousness, convenience and comfort are aimed at in the design of these buildings.

The Workshop, Boiler House and Smithy and Foundry have been located to the north of the main building and the Gas House to its east. The Textile Research Department is located on the north-east with the pilot plant installed on the north-west. The Central Leather Research Institute of the Government of India is located just beyond the eastern boundary of the College. The buildings have cost nearly 14 lakhs of rupees and the various installations and services cost above 3 lakhs of rupees. In addition to the non-recurring grant of Rs. 7 lakhs and an annual recurring grant of Rs. 85,000 paid by the Government of Madras, the Central Government provided a non-recurring grant of Rs. Four lakhs and six thousand for building and equipment as well as an annual recurring grant of Rs. 40,000 for Chemical Technology and Rs. 32,000 for Textile Technology. These amounts, together with the munificent contribution amounting to well over Rs. 5 lakhs by Dr. Rm. Alagappa Chettiar and the sum of Rs. 11 lakhs provided by the University have helped the erection of the building and the provision of the laboratories and other equipments for the institution. The Hostel blocks for the Technology students were completed in 1947 at a cost of nearly Rs. 2 lakhs including equipment and fittings.

A growing and expanding institution like a University requires ever-increasing accommodation. Departments are expanding and new ones are springing up. Hence the need for additional buildings is felt and it is expected that, out of the generous contribution of one crore of rupees made by the University Grants Commission, a substantial sum will be utilised for the erection of new buildings.

CHAPTER XI

The University Library

*" All that mankind has done, thought, gained or been
it is lying as in magic preservation in the pages of books ...."*

THOMAS CARLYLE.

The genesis :

The Madras University did not possess a library worth the name for nearly half a century. In the earlier years, the Government publications, reports, and manuals, which were freely supplied by the Government, and a few books donated by foreign institutions like the University of Aberdeen were all the books of reference found in the Library. The principal reason for the delay in the development of a library was the exclusive concentration of the University on examinations and affiliations. Until the functions of teaching and research were assumed by the University, the question of establishing a library was not taken up in earnestness. But the importance of a well-equipped library possessing advanced and up-to-date books on various subjects was realised even at an early stage by the leading men of the Province. " One of the several ways, in which a wholesome relationship between the University and its *alumni* may be established ", said the Hon'ble V. Bhashyam Ayyangar in his Convocation address to the Graduates of the Madras University in 1893, " appears to be the founding of a University Library adequately representing all departments of Literature, Science and Art, and freely accessible to all its Fellows and graduates ". The learned speaker went on to urge the importance of endowments being made for the purpose of equipping the University Library.

It was the legacy of Rs. 25,619, bequeathed to the University by the late Mr. William Griffith by his will, dated the 9th September 1897, that constituted the nucleus for the opening of a Library. In 1903 the University, with the approval of Government, decided to utilise the amount for the organisation of a Library attached to the University. By this time three important collections had been added to the number of books in the possession of the University. One was the vast body of manuscripts gathered by Col. Mackenzie, the Surveyor-General and Archaeologist, in the troubled years at the end of the eighteenth and the beginning of the nineteenth centuries. Another was a collection made by Mr. C. P. Brown, the well-known Telugu scholar of the Company's service, while the third was a collection of manuscripts and books received from the East India House after the dissolution of the Company.

Since the University did not have any building where the library could be housed, the Government of Madras agreed to the request of the University authorities to locate the University Library in the premises of the Connemara Public Library and to combine the management of the two institutions. Thereupon, definite proposals in regard to the management and working of the library, showing in detail the sums to be spent annually on books, the establishment and contingencies and the conditions on which the money should be spent were drawn up in consultation with the Superintendent of the Connemara Public Library, and the approval of the Government was obtained. The Government of Madras handsomely sanctioned on 26th December 1905 a sum of Rs. 13,600 for making additional book-cases to be provided in the Connemara Public Library in order to accommodate the books of the University Library.

It was obvious that the legacy left by the late Mr. William Griffith had to be amply reinforced by other financial sources if a reasonably sound library had to be built up. Fortunately for the Madras University, in 1907, the Government of India made a special grant to University Education, and the proposal of the Syndicate to allocate a lakh of rupees out of the grant for the strengthening of the Library was approved by the Provincial Government. In the same year, the University of Madras decided to make a recurring annual grant of Rs. 6,000 from the Fee Fund towards the upkeep and maintenance of the library. Thus, thanks to the co-operation of the several public authorities, the University Library was established in 1907.

The Library Committee :

The management of the University Library was vested in a Committee, consisting of five Fellows of the University and the principal Librarian of the Connemara Public Library, who was to be the ex-officio Chairman of the Committee. The earliest Committee which was appointed by a resolution of the Syndicate, dated 5th December 1906, had its first meeting on 9th February 1907. The Committee was authorised to frame rules for the issue of books and to arrange for the general administration of the University Library, and, in consultation with the Chairmen of the Boards of Studies, to purchase books for the Library. The Committee laid down that the books and journals to be acquired for the Library should in general be such as were suited for reference as well as for advanced study and research. The Committee felt that the University and the Connemara Public Libraries were complementary, and therefore, it was decided that those books available in one library were not to be purchased by the other, and thus they aimed at avoiding duplication. The earliest Library Committee consisted of Mr. Edger Thurston, C.I.E., the principal Librarian of

the Connemara Public Library as Chairman, the Rev. J. M. Russell, M.A., and Mr. E. W. Middlemast, M.A., the Rev. E. M. Macphail, M.A., B.D., the Ven'ble Archdeacon Hyde, M.A., A.K.C., and Mr. Justice E. P.Wallis, M.A. Eminent educationists like Messrs. Mark Hunter, R. Littlehailes, Ferrand E. Corley, S. E. Ranganatham, K. B. Ramanathan, K. Ramunni Menon and M. A. Candeth have served on the Library Committee.

Special bays in the library were reserved for Fellows and Honorary Fellows of the University, for members of the staff of colleges affiliated to the University and for the registered graduates of the University. Graduates engaged in special research work were allowed to borrow books from either the Connemara or University Library on the production of tickets signed by members of the University Library.

Donations of books were fortunately received from certain public institutions. Thus, in February 1907, the Vice-Chancellor and Principal of the University of Aberdeen, thanking the authorities of the Madras University for their letter of congratulation, sent to them on the occasion of their Quarter-Centenary celebrations, presented certain of their publications to the Madras University Library. Other institutions like the British Museum, London, the Carnegie Institution of Washington, the Geological Survey of Canada, the United States Geological Survey, the Smithsonian Institution, not to speak of the Provincial Government and the Government of India, kindly sent their reports and special publications, free of cost to the Madras University Library. On the whole, by 1913, the University Library had an appreciable collection of books, for every year, an increasing number of books had been purchased. "The Library has been enlarged by extensive purchases in recent years", claimed the address presented to the Viceroy in 1913, "and will greatly facilitate the higher studies in Sanskrit and the Dravidian languages, which the University is seeking to promote". In 1918, the books in the Library of the late Dr. Burgess were purchased for the University Library on the suggestion of the Professor of Indian History and Archaeology.

It was realised that the University Library would have to be shifted from the building of the Connemara Library and that there should be a trained Librarian who could be entrusted with the University Library.

It is a truism to say that the proper use of a library depends upon the librarian and his staff. The modern conception of a Librarian is 'to be a great educator, and function as a great educator mainly through the use of collection of books'. As Prof. S. Kuppuswami Sastri has pointed out in his Convocation address in 1936, this is also the old-world conception of a Librarian which is embodied in an old library saw of ancient India : 'Kōśavān Ācāryāh' i.e. 'To be a Librarian is to be a great educator'.

In 1923, Sri S. R. Ranganathan, Assistant Professor of Mathematics, Presidency College, was appointed Librarian on probation for three months in the first instance. He assumed charge of his duties on 3rd January 1924.

At a meeting held on 22nd March 1924, the Library Committee recommended the confirmation of Sri S. R. Ranganathan and also made certain proposals for giving him the necessary training in Library methods and organisation as well as in French and German. The proposals were pproved by the Syndicate, and accordingly, he was sent abroad on 1st September 1924 to undergo training, first in England, and then in the U.S.A., and he rejoined duty on 20th July 1925. The Librarian engaged himself in the proper classification of books and the introduction of the open access system.

The Library Building :

With the growth of the Library and the increasing number of readers it was felt imminent that the University Library should have a separate building to house the library particularly in order to provide facility for the increasing number of graduates engaged in advanced study and research. The accommodation available in the Connemara Public Library was hardly sufficient for the growing needs of the two libraries. As early as 1911-12 the Library Committee had reported that the space allotted to the University Library was totally inadequate to meet its rapid expansion, and the Syndicate had decided to construct a building for the Library on a site to the west of the Senate House. The Government of Madras decided to transfer the Oriental Manuscripts Library also to the contemplated new University building. The foundation stone of the new building was laid on the selected site by His Excellency the Viceroy in November 1913. But, before the work could be commenced, the First World War broke out, and on account of the difficulty of obtaining materials, the scheme was suspended for the time being. Subsequently, it was learnt that the site originally chosen was unsuited, and consequently, it was decided to erect the buildings at the place which housed the ' Marine Villa ', the residence of the Surgeon to His Excellency the Governor, to the north of the Senate House. The University agreed to erect a residence for the Surgeon at a cost of Rs. 50,000 before the Marine Villa site was taken over. It was also decided that the new building was to house the Libraries, the administrative offices of the Registrar and the teaching and research departments of the University. The site was acquired by the University in August 1923, and after prolonged consultations between the Architect, the Chief Engineer to the Government and the Governor-in-Council, work was begun so late as April 1930.

Meanwhile, the University decided that, with effect from July 17, 1926, the Library was to be kept open from morning to evening. This change was found to be of immense advantage to the readers. Besides, facilities were provided in 1926 for lending books to teachers of affiliated colleges and to the undergraduates for one year, and at the same time, arrangements were introduced for delivering books at the residence of the graduate members of the city.

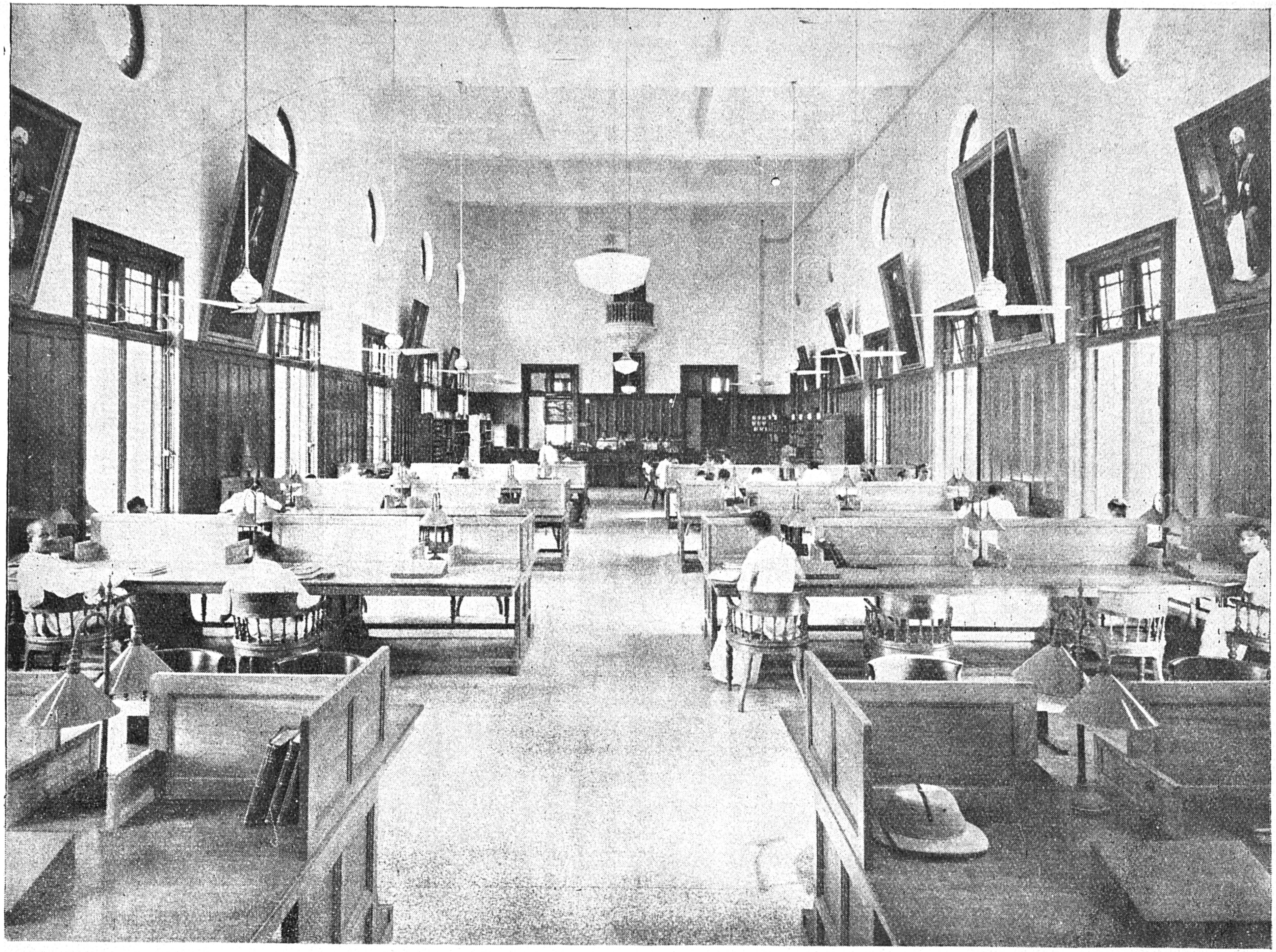
The Government of Madras repeatedly urged the University to arrange for the shifting of the University Library from the Connemara Public Library on account of the extreme congestion there, and eventually the Syndicate decided to shift the Library temporarily to the Senate House, and this was effected by June 9, 1928. Besides those kept on the ground floor, numerous volumes had to be housed in the cellar of the Senate House. The total space available was hardly sufficient for a proper use of the Library.

The growth of the Library habit :

With the increase in the number of books in the Library and the growing numbers of the readers, it was realised that the staff had to be increased. An encouraging feature of the first quarter of the century was the notable increase in the number of persons who used the library. A statement of books consulted and of those issued on loan during 1924-26 indicates that there was a marked upward movement in the use of the library. While the total number of issues in 1924 was 22,075, it rose in 1926 to 42,332. It showed a growth of the library habit of the people, particularly of the student community in the city. The Library Committee of 1926 hoped that still better results might be achieved by making greater provision for reference work and by the growth of a more intimate and frequent contact between the Library and academic staff of the University and of the Constituent colleges.

The Library Committee, moreover, decided to adopt modern issue methods by introducing the safeguarded "open access" system from January 1929. The staff needed would be less, and further, the experience of other countries had shown that this system led to an increase in the issue of books and to an improvement in the use of the Library. Since 1929, the Library is kept open for use from 8 a.m. to 8 p.m. on all days including Sundays and public holidays.

With the marked increase in the number of colleges in the Presidency the need for trained Librarians to be in charge of College Libraries was felt. The University Inspection Commissions had repeatedly urged the importance of appointing suitably trained persons as librarians. The



THE UNIVERSITY LIBRARY—GENERAL READING ROOM

Syndicate, therefore, decided in 1930 to institute a Certificate Course in Librarianship through a vacation course of three months. It was proposed to give effect to the scheme during the midsummer vacation of 1931. In 1938, the Certificate Course was suspended, and in its place, a Diploma Course extending over a period of one year was instituted, with effect from July 1938. However, there was a demand for the Certificate Course as well, and hence, the University revived it in 1949, and has been conducting it alongside with the Diploma Course. Since then, the Librarian and the Assistant Librarian deliver lectures to these classes.

On 3rd September 1936, the new buildings were opened and the entire Library was shifted there. It has a spacious reading room, periodicals room, a stack room in four tiers, a class-room and an office room. With the enormously increased facilities, the new library building has become worthy of the Madras University. The main reading room is a big hall, 100 ft. by 35 ft., which affords facility for a considerable number of readers at a time. The entire building which houses the Library stands facing the Marina and presents an admirable appearance. Near the western doorway of the Reading Room there is fixed on a high pedestal the marble bust of Dadabhai Naoroji, the first Indian Member of Parliament, from 1892 to 1895. Near the entrance to the Stack Room there is the marble bust of Lord Hobart, Governor of Madras from 1872 to 1875. The pedestal on which the bust is installed, has an excerpt from his speech at the Presidency College on April 19, 1875. The bust was presented by his widow, Mary Catherine Hobart as a memorial of Lord Hobart's efforts to reduce texation and establish a system of elementary education throughout the Presidency of Madras.

The equipments :

At present, the Library is well equipped. It possesses about 1,78,000 volumes of books and back volumes of periodicals. The collection is being increased at the rate of 5,000 volumes annually. There are, besides, 2,236 maps and 722 theses submitted to the University and a few special collections. Besides, the University Library possesses certain rare books and manuscripts. Mention may be made particularly of L. D. Swamikannu Pillai's "Indian Ephemeris", in six volumes A. M. Chinnaswami Mudaliar's "Oriental Music in European Notation" (1893) ; a diminutive sized copy of the Bhagavad Gita (1—7-8 x 1—3-8), Compleat Gamester (1764) and Journal of the House of Commons (beginning with Vol. 2 with a few gaps). The Library is fully classified and catalogued, and has an up-to-date classified card catalogue with an alphabetic index for authors as well as for subjects. The main Library affords to readers ' open access ' to all books and periodicals, with the exception of some rare and special collections. Books are issued not only to city members

but also to members resident in the State by post or by railway. In recent years, the University of Madras has also been actively co-operating in various ways with the Madras Library Association in promoting the cause of the modern library movement. In this connection it may be mentioned that with the aid of a generous grant from the University Grants Commission and from the American Aid Programme under the Wheat Loan Interest Fund, the University is finalising the arrangements for the opening, at an early date, of an Extension Library at Madurai, to function in co-ordination with the Madras University Library.

The Librarian and his staff :

The increased responsibilities of the Library staff have necessitated additions to the personnel. The duties of the Librarian and his assistants are by no means easy. " The ideal librarian ", observes Prof. S. Kuppuswami Sastri in his Convocation address to the graduates of the Madras University in 1936, " may be described as a cultured person who is able to find a suitable reader for every book for every one who goes there, who combines judgement and caution with self-effacement and a zeal for service, an urbane sanity with a sane urbanity, firmness with complaisance, confidence with candour, a well-informed mind with a ready wit and disciplined reserve, a certain amount of versatility with a cultivated memory and quick receptiveness ; and who, with such an equipment and a high character, can play the role of an unforgettably impressive, but not in the least obstrusive or assertive or offensive, educator ".

When Sri S. R. Ranganathan retired after 20 years of service, Sri M. O. Thomas, the Assistant Librarian, was promoted as Librarian. On his retirement in 1951, he was succeeded by Sri R. Janardhanam who has had long experience as Librarian of the Connemara Library. An assistant librarian has been appointed since 1907, and as observed earlier, the lecturing work to the Certificate and Diploma courses is undertaken by the Librarian and the Assistant Librarian. The present Assistant Librarian, Sri V. S. Muthiah, was appointed in 1952. From time to time the Library staff has been increased in strength. Now there is one Superintendent, thirteen clerks and eight Library assistants, besides nine peons and five chokras and two sweepers, all exclusively at the service of the University Library.

" The full value and usefulness of a University Library ", states the Administration Report of 1925 of the Madras University Library, " can be realised only if it not merely collects and preserves books but also takes adequate steps to get them fully used, to attract the undergraduates in increasing numbers, to assist the readers in the thorough and systematic

exploitation of its resources and to render all the necessary materials, whether they be in the form of books or in the form of periodicals, available for the research workers who are slowly but steadily pushing forward the bounds of different branches of knowledge". It is gratifying to find that this ideal has been steadily kept in view by the authorities of the Madras University Library.

CHAPTER XII

History of the Research Departments

" *The primary object of a University is the devoted search for Truth, wherever it may be found* ".

REV. E. H. M. WALLER.

Department of Indian History and Archaeology :

Critics of University education of the last century frequently drew attention to the fact that Indian Universities had been functioning merely as affiliating and examining bodies, neglecting the promotion of research and the furtherance of knowledge. It was with a view to obviating this drawback that in 1912, the Government of India bestowed on the University of Madras a special grant of Rs. 65,000 and a non-recurring grant of Rs. 4 lakhs for the creation of a Chair of Indian History and Archaeology along with those of Comparative Philology and of Indian Economics. Dr. S. Krishnaswami Iyengar, M.A., Ph.D., was appointed the first Professor of Indian History and Archaeology in 1914, and he continued to hold the position till 1929. Studentships were awarded from 1914 for conducting research under the supervision of the Professor. One of the earliest branches of research instituted by the University of Madras, the Department of Indian History and Archaeology has been functioning for over forty years now.

By the Madras University Act of 1923, which effected a reorganization of the University, the Department of Indian History and Archaeology was enlarged by the creation of the posts of a Reader and a Lecturer. Provision was also made for the grant of Fellowships in addition to the existing studentships for the purpose of prosecuting research in the subject. In pursuance of the scheme outlined by the Act of 1923, Sri P. T. Srinivasa Iyengar, M.A., was appointed Reader and Sri V. R. Ramachandra Dikshitar, M.A., Lecturer in the Department.

When in 1929, Dr. S. Krishnaswami Iyengar retired from University service, Sri K. A. Nilakanta Sastri, M.A., succeeded him as Professor and he held the Chair of Indian History and Archaeology till his retirement in August 1947. Dr. N. Venkataramanayya, M.A., Ph.D., who succeeded Sri P. T. Srinivasa Iyengar as Reader in 1931, occupied the position till November 1946. Dr. T. V. Mahalingam, M.A., D.Litt., was appointed Reader in August 1947 and Dr. M. Arokiaswami, M.A., Ph.D., became Lecturer in July 1948. Sri V. R. Ramachandra Dikshitar who had acted as Reader more than once, became the Professor of the Department in August

1947 and he held the office till 24th November 1953 when he passed away suddenly. Dr. K. K. Pillay, M.A., D.Litt., D.Phil. (Oxon.), was appointed Professor of Indian History and Archaeology in September 1954. In June 1955 Dr. T. V. Mahalingam was deputed by the University to undergo training in Epigraphy and Archaeology for one year under the guidance of the Department of Archaeology of the Government of India. On the completion of his training in June 1956 he was promoted as Acting Professor of Archaeology. Dr. M. Arokiaswami became Reader with effect from April 1955.

The Professors, Readers and Lecturers of the Department have all along been engaged in research in the different branches of Indian History and Archaeology. While numerous problems of Indian History remained unexplored it was felt that the field of South Indian History had been totally neglected. Naturally the first Professor, the late Dr. S. Krishnaswami Iyengar, threw himself into the task of utilizing the historical material imbedded in the ancient Tamil classics, most of which were brought to light only by the close of the last century. Arduous and exacting as this labour was, he applied himself to it with great zeal and produced such works as the 'The Beginnings of South Indian History', 'Contributions of South India to Indian Culture' and 'Manimekhalai in its historical setting', to mention but a few. Research students were set to work on the little known dynasties like those of the Pallavas and Nayaks and the foundations of a school of research on Indian History were truly laid.

Sri P. T. Srinivasa Iyengar continued for the most part on the lines initiated by Dr. S. Krishnaswami Iyengar and concentrated on the investigation of the historical data in Tamil literature. Among his works, his 'Pre-Aryan Tamil Culture' and 'History of the Tamils' are connected with this branch of investigation.

Sri K. A. Nilakanta Sastri, the second Professor of the Department was a specialist in the history of the Colas and the Pandyas. His 'Colas' and his 'Studies in Cola History and Administration' constitute distinct contributions to the study of an outstanding dynasty in South Indian history. Another branch of his researches turned on the cultural expansion of South India in the east and his 'South Indian influences in the Far East' and 'Sri Vijaya' are works produced by him in this field of investigation. In 1933 the Department was entrusted with the work of editing and summarizing the vast mass of material contained in the Mackenzie Manuscripts. The work was completed in 1955.

Dr. Venkataramanayya brought to bear his knowledge of Telugu in particular on the study of problems of South Indian history and a great part of his research was devoted to the study of the once 'Forgotten Empire'

of Vijayanagar and his ' Studies on the Origin and early history of Vijayanagar ', 'The Third Dynasty of Vijayanagar ' and ' Further Sources of Vijayanagar History ' come under this category.

Sri V. R. Ramachandra Dikshitar was connected with the Department for nearly three decades and naturally he has made contributions to different branches of Indian History. The history of administration, the study of Tamil literature as a source of history and the assessment of Puranic literature in relation to history were the various sections in which he has made contributions.

Dr. T. V. Mahalingam's special field of work is the history of administrative development which has been embodied in his ' Administration and Social Life of Vijayanagar ' and ' South Indian Polity '. Dr. M. Arokiaswami has devoted his attention to the reconstruction of local history on the basis of the literary and epigraphic sources as a result of which works like 'The Velar Basin' and the 'The Kongu Country' have been produced, and he is engaged at present writing in the history of the ' Sangam Tamils '. Dr. K. K. Pillay who had published a monograph on the 'Suchindram Temple' and a ' History of Local Self-government in the Madras Presidency ', is now at the study of the ' Social History of the Tamils from the early times to the present day '. The members of the Department have regularly attended and read papers at the sessions of the Indian History Congress, the Indian Historical Records Commission and the All-India Oriental Conference.

The Research students and Fellows of the University who have worked in the Department have covered different fields of research which were more or less co-ordinated with those branches of study on which the Professors, Readers and Lecturers were themselves specializing from time to time. Thus the study of local dynasties was a fertile and essential field of investigation and monographs on several kingdoms in the Andhra, Tamil, Malayalam and Kannada areas have been produced. The religious history of South India, as for example, the fortunes of particular religions like Jainism, Buddhism, Saivism and Vaishnavism have been the subjects of study. Temples have played a large part in South Indian history. The South Indian temple was the nucleus around which centred the religious, social and cultural life of the people. Naturally, several important temples of South India like those of Srirangam, Tiruvorriyur and Draksharama have become the subjects of intensive study by research students of the University.

The administration of the country both in the near and distant past have provided important fields of investigation. Following the lines chalked out by Dr. S. Krishnaswami Iyengar in his ' Administrative Institutions with reference to South India' and Sri Ramachandra Dikshitar in

his 'Hindu Administrative Institutions', 'Mauryan Polity' and 'Gupta Polity', students have studied the administrative development in the early period and also in the modern era after the British system of administration was organized. Recently, great attention is being bestowed on social history, for it is increasingly realized that it is the life of the common people, their customs and manners, ideals and aspirations, culture and civilization that constitute the real history of a people.

The Staff of the Department have been from its inception delivering lectures to the students of History in the colleges. In 1914 Dr. S. Krishnaswami Iyengar delivered a course of lectures on Indian History to the Honours students, both at Madras and at Trichinopoly. Later, special lectures on particular themes were delivered. The practice of delivering Inter-collegiate lectures on a systematic basis by the members of the Departments and by selected members of the staff in the Honours colleges was introduced in 1946. Lectures on South Indian History to the Honours students of the language groups are provided by this Department. Between 1949 and 1954 lectures on the Vijayanagar and Bhamini kingdoms and on Mogul Administration to the students of the Islamic History Honours section were undertaken by this Department. Moreover, lectures on the Constitutional History of Modern India for the students of the Diploma course in Politics and Public Administration have been delivered by the members of the Department.

Thus over a period of nearly half a century this Department has been making an attempt at organizing and conducting research and delivering lectures on certain aspects of the History of India and, in particular, of South India. The history of specific regions and dynasties, of religious growth, of administrative developments and of social life are some of the branches on which research has been done. Though something tangible has been achieved, much more remains to be done.

Department of Indian Economics :

In 1912 the Government of India gave special grants for the establishment of three research departments in the University and of these the Department of Indian Economics has the distinction of being one of the oldest. In 1915, the University appointed Dr. Gilbert Slater, M.A., D.Sc., Principal, Ruskin College, Oxford to the University Chair of Indian Economics. He relinquished the position in October 1921. In 1922 on the suggestion of the Government, the University decided to have a part-time Professor and from 1922 to 1925 Dr. John Mathai, M.A., B.Litt. (Oxon.), D.Sc. (London) of the Presidency College held the post. On his resignation in 1925 Sri T. K. Duraiswami Iyer, M.A., L.T., served as acting Professor until June 1927. In 1927, a full-time Professor, Dr. P. J. Thomas, M.A.,

D.Phil. (Oxon.), was appointed. In the same year, Dr. P. S. Lokanathan, M.A., D.Sc., who had been connected with the Department from 1918, was made the Reader. Sri K. C. Ramakrishnan, M.A., was Lecturer from the year 1921. In 1943, however, all the three members of the staff left the Department. Dr. Thomas was granted leave to take up an appointment in the Government of India, while Dr. Lokanathan was granted leave to accept the editorship of " The Eastern Economist ". Sri K. C. Ramakrishnan resigned his post and took up a new appointment at the Agricultural College, Coimbatore. In his place Sri C. W. B. Zacharias, M.A., was appointed Lecturer in October, 1943. When Dr. Lokanathan resigned his post in 1944, Dr. R. Balakrishna, M.A., Ph.D. (London), was appointed Reader in his place. He was appointed Professor in December 1946, when Dr. Thomas resigned his post and Dr. R. N. Poduval, M.A., M.Sc. (London), Ph.D. (London), was appointed Reader in October 1947. He continued to serve the University till he resigned in March 1952 in order to take up the post of Professor in the Presidency College, Madras; Dr. D. Bright Singh, M.A., Ph.D., was appointed Lecturer in January 1953. Sri Zacharias who was made Reader in April 1952, relinquished his post in the University on his being appointed Deputy Director of the Agricultural Economics Research Centre.

Dr. Gilbert Slater, the first Professor of the Department began a survey of certain South Indian villages in order to have a first-hand knowledge of the economic and social conditions of the villagers. He was assisted by investigators and the results of the survey of twelve villages were embodied in the book " Some South Indian Villages " edited by Dr. Slater. This pioneer venture of the Economics Department of the Madras University was much appreciated by the Government and the public.

However, it was in 1927 that the Department developed into an active centre of research. A clear demarcation of work was arranged among the three members of the staff. Dr. P. J. Thomas specialised in Public Finance and Dr. P. S. Lokanathan on Indian industrial problems, while Mr. K. C. Ramakrishnan concentrated on Rural Economics and Co-operation. But they interested themselves in other branches also as occasions arose. Their research activities had a direct relation to the problems facing the country at the time. The Great Depression which began from 1929 and its reaction on the economic life were actively studied. Papers contributed by the various members of the staff analyzed the effects of the Depression on trade, prices, employment etc., and suggested methods for combating it. The problem of over-population, the questions of Exchange depreciation and the re-allocation of finance between the Centre and Provinces consequent on the introduction of the new federal constitution, the establishment of the Reserve Bank of India and the financing of the War were the other crucial

issues at the time, and on each of them the Department produced literature which led to the clarification of ideas and the understanding of the problems in their proper perspectives.

Appreciation by the Government of the value of academic contribution resulted in the appointment of economists including members of this Department on Committees of Enquiry. Dr. Thomas worked as a member of the Provincial Banking Enquiry Committee, the Agricultural Economic Council, the Rice Committee of the Imperial Council of Agricultural Research, the Madras Committee on Co-operation and the Consultative Committee of Economists. In the Consultative Committee of Economists Dr. Lokanathan was also a member. Dr. P. J. Thomas also served as the Chairman of the Fact-Finding Committee (Handloom and Mills). Besides, he was a nominated member of the Madras Legislative Council.

Among the other activities of the Department, special mention may be made of a re-survey of the villages which had been surveyed earlier by Dr. Slater. This re-survey was undertaken by the Department in 1936 in order to study the effects on rural life of the economic and political forces which had operated during the intervening period. The re-survey in the case of six villages was entrusted to research students of the Department who stayed for some months in the villages allotted and made all enquiries. The re-survey revealed a general deterioration in the condition of the villagers, as the effects of the improvements during the period were outweighed by the defects in Indian rural economy.

At the suggestion of the Government of Madras, a survey of the Salem district was undertaken in 1937-38 with a view to examine the economic effects of Prohibition on the different sections of people in the District. The work was carried out by the students. The survey generally indicated that Prohibition had produced good results in Salem.

The last ten years (1946-1956) mark an important phase in the activities of the Department. The epoch-making developments in India during the last decade have had a significant effect on the work of the Department ; the rapid succession of events has not only increased the tempo of its work but has also enlarged the sphere of its activities and has enabled it to function as a centre of advanced research work.

The precedent set up in earlier years of dividing the fields of research among the members of the staff continued during the last decade also. Thus Dr. R. Balakrishna interested himself in industrial problems and planning, while Dr. R. N. Poduval chose financial problems. Dr. D. Bright Singh continued the work of Dr. Poduval after January 1953. Sri C. W. B. Zacharias worked on agricultural planning till his appointment as Deputy

Director in the Agricultural Economics Research Centre. Apart from working on their special fields of study, each member of the staff also contributed papers on other subjects of current interest and importance to the economy of the country, like problems of post-war economic reconstruction, the search for a new set-up of international economic relations and currency revaluations, the economic consequences of the Partition and above all planning.

Dr. G. Slater, presided over the fourth session of the Indian Economic Conference held at Allahabad in 1920. Dr. P. J. Thomas, presided over the 21st session of the Conference held at Hyderabad in 1937. Dr. R. Balakrishna, was the President of the 37th Session of the Conference held at Agra in 1954.

In order to examine the post-war problems, the Government of India set up consultative bodies and committees of enquiry to elicit academic opinion. Dr. Balakrishna served on the Consultative Committee of Economists, the Cotton Textile Industry Enquiry Committee, the Central Advisory Council of Industries, the Research Programmes Committees of the Planning Commission and on the Panel of Economists constituted for advising the Government in the drawing up of the Second Five-Year Plan. He also served as a member of the Committee on Co-operation set up by the Government of Madras.

During recent years the Department has undertaken special work on behalf of the Planning Commission and of certain Departments of the Government of India. Under the auspices of Research Programmes Committee of the Planning Commission it is undertaking an economic survey of the city of Madras, which is expected to be covered in a period of about 4½ years. Special staff has been appointed for the purpose with a Deputy Director, Dr. Balakrishna being the Honorary Director.

The Ministry of Food and Agriculture has set up in the University, under the direction of the Professor of Economics, a research centre in Agricultural Economics. It engages itself in fundamental research in Agricultural Economics and also conducts economic surveys of selected villages in South India. This research centre has also been entrusted with a study of the economics of farm management in two districts of Madras. The work is expected to extend over a period of three years and special staff has been recruited in connection with it. There is a Deputy Director and a Special Officer in direct charge of the work along with the over-all supervision of the Professor of the Department.

The Ministry of Commerce and Industry has entrusted the Department with the task of making an economic survey of handloom industry in the State of Madras. A special unit has been set up for the purpose in the

Department of Economics. It is functioning with an Assistant Director under the supervision of the Professor of the Department.

Since January 1956, the Department of Economics has been expanded with the aid of a grant from the Ford Foundation. The purpose of the aid is to impart training in the special methods of research in applied sciences. Special staff has been recruited for the purpose, and trainees of different levels of academic achievement are selected for the purpose and paid stipends according to their qualifications. They are taught both through lectures and seminars, the methodology of research in Social Sciences. Training in field work is also imparted to them. The staff consists of a Professor, a Reader and a Lecturer. The Professor of the Department administers the units and arranges for the training.

From the beginning teaching was an important responsibility of the Department. At the outset the teaching work undertaken by Dr. Slater was confined to lecturing to Honours students at Madras, Trichinopoly and Trivandrum. The Diploma course in Economics which was started in July 1918, offered a full-time course of one year's duration and a part-time course of three years' duration. In 1919, an Assistant Professor and two Readers were appointed to help the Professor in conducting the Diploma classes. In 1926, the full-time Diploma course was abolished and the part-time course was reduced from three to two years. Between 1925 and 1929 lectures were delivered on economic subjects of the Honours courses, but it was given up from the academic year 1928-29 as it was felt that the University should not undertake Honours teaching. The Department has been responsible for lectures on Public Finance to the Diploma Course in Politics and Public Administration. Besides, it undertakes Inter-collegiate lectures for the Economics Honours students of the Constituent Colleges. On the administrative side, the Professor is not only in charge of various research units recently started but also of the Diploma course in Journalism which was instituted in 1947.

Department of Indian Philosophy :

The Department of Indian Philosophy was started on 1st September 1927 for the encouragement of higher teaching and research in Indian Philosophy in general and the promotion of the study of South Indian philosophical thought in particular. The Department, along with the Language Departments, was housed in 'Thambu Villa', Pantheon Road, which was in convenient proximity to the Government Records Office, the Connemara Public Library and the Oriental Manuscripts Library. Sri S. S. Suryanarayana Sastri, was appointed Reader in Indian Philosophy in 1927. The Department was placed on a permanent basis from 1st April 1930. After the premature death of Sri Sastri on December 9, 1942, Dr.

T. M. P. Mahadevan, M.A., Ph.D., Professor of Philosophy, Pachaiyappa's College, Madras, was appointed Senior Lecturer and Head of the Department on September 15, 1943. Dr. T. M. P. Mahadevan was promoted Reader in 1949, and in the scheme of rotating Professorships, appointed in 1953 as Professor of Indian Philosophy.

Recently, thanks to the generous grant given by the University Grants Commission, the University of Madras has undertaken a scheme of expansion of the Department. The Professorship was placed on a statutory basis, and in the vacancy of the Reader's place, Dr. V. A. Devasenapathi, M.A., Ph.D., was appointed in 1955. A Senior Lecturer's post was created, and Sri P. K. Sundaram, M.A., was appointed to the place in 1956.

Research on the part of the members of the staff as well as supervision of research has been in progress ever since the inception of the Department. Besides publishing translations and critical editions of works relating to Sivadvaita, Sankhya and Advaita and contributing valuable research papers to reputed journals, Sri S. S. Suryanarayana Sastri guided research students who were working on the Sankhya and the Advaita Systems of Philosophy as well as on Vaishnavism and Saiva Siddhanta. Sri S. S. Suryanarayana Sastri delivered lectures on Advaita for the Philosophy students who studied it as a special subject for the B.A. Honours and M.A., Degree Examinations. He was actively associated with the Indian Philosophical Congress since its inception and was for a term one of its Joint Secretaries.

Dr. T. M. P. Mahadevan has chosen Advaita as his special field of research and has published numerous papers on the subject. He has published studies on Gaudapada's Mandukya Karika and is at present working on Suresvara's Sambandha Vartika. He has been guiding the research work of scholars of not only the University of Madras but also of scholars of other countries, like the U.S.A., Holland, and Germany. He delivered the Principal Miller Lectures (On Time and the Timeless) for the year 1953. Dr. T. M. P. Mahadevan went as a Visiting Professor of Philosophy to the University of Cornell, the U.S.A., for a year (1948-49). He availed himself of this opportunity to visit some of the important American Universities. He took part in the East-West Philosophers' Conference at Hawaii.

Dr. T. M. P. Mahadevan has been closely associated with the Indian Philosophical Congress of which he was the joint Secretary for several years. He presided over the Nagpur Session of the Indian Philosophical Congress held in December 1955.

Dr. V. A. Devasenapathi is engaged in a study of the Tiruvachagam and its commentaries while Sri P. K. Sundaram is working on a Word-Index of Sankara's Sutra Bhashya which is nearing completion. Besides, he has almost completed an English translation of the text of the Ishta Siddhi.

Department of Politics and Public Administration :

On a resolution of the Senate passed in October 1934 recommending the establishment of a School of Politics and Public Administration, the Syndicate referred the proposal to the Board of Studies in History and Politics. The Board set up a sub-committee, and after receiving and considering its report recommended to the Syndicate that a School or Department of Politics may be opened in the University with a Reader and that the Department might conduct a Diploma Course with the assistance of the departments of Indian History and Economics. This proposal was further considered at a joint meeting of the Boards of Studies in History and Economics in July 1936 and a final scheme was prepared by which a Department of Politics and Public Administration was to be created with one Reader. Some of the teaching in the Department was to be undertaken by the University Departments of Indian History and of Economics and the Law College, with occasional or special courses of lectures by experienced government officials and businessmen. The course for the Diploma was to consist of seven subjects : (i) Politics, (ii) Public Administration,—Principles and Practice, (iii) History of Administration in India and the Machinery of Government, central, provincial and local, (iv) Economics, (v) Public Finance, (vi) An optional subject in Law, Law of Contract, I.P.C., Land Tenures, or Indian Constitutional Law, and (vii) another optional subject from Commerce, Business Organization or Accounts and Cost Accounting. There were to be seven papers in the examination, one for each subject, and the course was to be a part-time course for two years to which admission may be given to candidates who have passed the Intermediate examination. The Syndicate approved of the scheme and calculated the cost of the department at an annual minimum of Rs. 8,000 and a possible annual maximum of Rs. 12,000. Substantially, the position thus arrived at was made effective on 14th September 1937 when Dr. Eddy Asirvatham was appointed Reader and the department was inaugurated. Diploma classes were started in 1937.

Dr. Asirvatham, the first Reader, went on leave in (July) 1945 to the U.S.A. and for two years Professor V. R. Ramachandra Dikshitar was Honorary Reader in charge in addition to his duties in the department of Indian History and Archaeology. Two part-time lecturers were appointed besides the regular complement of two part-time lecturers, one in Law and the other in Commerce. Dr. William H. Edwards was appointed visiting Professor from September 30, 1946 and he left at the end of the academic year in March 1947. Dr. Asirvatham resigned in 1947. Professor Ramachandra Dikshitar continued in charge of the Department till September 15, 1947 when Sri R. Bhaskaran joined as Reader. Two part-time lecturers continued for Law and Commerce till July 1952 when the lectures for Law were taken up by Professor C. H. Alexandrowicz, Head of the Department of International and Constitutional Law.

An Honours Course in Political Science (Branch V) was mooted at the meeting of the Academic Council in February 1935 and as designed by the Board of Studies, was approved in August 1936. Presidency College, Madras, was and is the only college offering this course and the first batch of candidates taking this degree appeared for the final examination in 1945. A pass course in Political Science was instituted in 1939. Pachaiyappa's College offered the course for a brief period only in 1942-44. Presidency College asked for affiliation in B.A. Political Science in 1952, but the Government did not sanction the starting of the course. About sixteen candidates take the B.A. Hons. or M.A. degree in Political Science every year. Yet there are only four teaching places in the State for which a Degree in the subject is needed. It is expected that Political Science will be taught intensively in the new three-year degree course to be inaugurated in 1957.

The Diploma course was reorganized in 1948-49 and new syllabi were framed and brought into force in 1951.

In 1938 Research Students were first taken by the department and since then, several students have been admitted for research, normally three or four every year. In 1940, 1941 and 1943 the number admitted rose to about a dozen each year. It may be mentioned that in 1943 among others a Chinese student registered himself for research and submitting a thesis, he obtained the M.Litt. Degree. In each of the years 1947, 1948 and 1952 a Research Fellow was chosen for conducting research in the Department. Till now seven among the students who worked in the department have obtained the M.Litt. Degree.

The subjects on which research has been conducted, cover almost every field of Politics and Public Administration. On the History of Political Thought, the subjects were like 'Hindu Political Texts before Kautilya', 'Hindu Political Ideas of the Middle Ages', 'Social and Political Ideas of Tamil Writers', 'Puranic material bearing on Indian Politics and Sociology'. In the field of Public Administration the subjects included among others, 'The Indian Civil Service', 'Administration of the Madras Presidency', 'Judicial Administration in India', 'Village Government in the Madras Presidency', 'The Provincial Governor in India in the 20th century' and 'Financial Administration of the Corporation of Madras'. Besides, subjects like 'Political Theory', 'The Principle of Non-violence in Indian Politics', 'Theories of representation with special reference to India', and 'Rights and duties in the modern democratic states' were among those touching principles of Political Science.

Dr. E. Asirvatham and Sri R. Bhaskaran attended every year the session of the All-India Political Science Congress, and besides reading papers there, have published numerous articles in various journals of Political Science.

Department of Psychology :

On the initiative of the Vice-Chancellor, Dr. A. Lakshmanaswami Mudaliar, the University decided in the year 1943 to institute an advanced course in Education leading to the M.Ed. Degree, the four Teachers' Training colleges in the city as well as the University participating. The University agreed to offer the required instruction and laboratory training in Advanced Educational Psychology. To meet this requirement, Dr. G. D. Boaz, M.A., D.Phil. (Oxon.), was appointed Senior Lecturer in Psychology in the Philosophy Department. He joined the Department on 27th September 1943. Subsequently, the Psychology Department was upgraded into a separate department with the Senior Lecturer as its Head. On 1st April 1948 he was promoted as a Reader and on 1st April 1952 as Professor.

During the latter half of the year 1949, from July to the end of November 1949, Dr. G. D. Boaz was on leave touring in the U.S.A. on a Fellowship from the United Nations, observing Psychological Clinics, Psychology Departments of various Universities and special schools for handicapped children. Dr. Miss J. F. Forrester conducted the M.Ed. classes in the absence of Dr. Boaz.

In 1950, the strength of the Department was increased by the appointment of Sri T. E. Shunmugam, M.A., M.Litt., as the Senior Lecturer, who joined the department on 13th October 1950. In November 1956, he was awarded the Ph.D. degree by the University.

In the year 1950, the University also decided to institute the Honours course in Psychology, with Presidency College, Madras, and Madras Christian College, Tambaram, and the University Department of Psychology as the co-operating units. The department now provides training and instruction in two subjects for the M.Ed. Degree course. The M.Ed. students have to submit a thesis as a partial requirement for their examination. Those who take psychological topics for their theses are given guidance and supervision by the staff of the Department.

The Department also has its regular quota of Research students, two to four new students being admitted every year. During the past five years the Department has also been undertaking research on behalf of the Government of India on various problems like 'The Reactions of Socially Backward People to various Ameliorative Measures', 'A study on the Probation System in Madras State', 'Standardization of Intelligence Tests' and 'A study of the Adult and Social Education in the Community Development Projects'.

Several students have done research in the Department and the subjects of their research include 'Child Psychology', 'Problems of Mental Hygiene

in Schools ', and ' A Study of Marriage rituals in some South Indian Communities '. So far, five research students of the Department have been awarded the M.Litt. Degree, while eleven others have submitted full reports of their work. The M.Ed. theses of 21 students who worked in the Department, have also been approved and accepted. The subjects of their research included among others, ' Emotional Factors in the Reasoning of Children ', ' An Enquiry into the Backwardness in Achievements of some pupils ', ' Some Personality Problems of Deaf and Dumb children ', and ' The Problem of the Bright Child '.

The Senior Lecturer has conducted researches on specific problems and published articles in the ' Indian Journal of Social Work ', and the ' Journal of the Madras University ' from time to time. The subjects of study included among others, ' An analytical study of Delinquents ', ' Study of Adolescent Phantasy' and 'Sex Delinquency and Emotional Instability'.

Department of Anthropology :

The Department of Anthropology began functioning in October 1945 with Sri M. D. Raghavan as Senior Lecturer. He was relieved of his appointment in July 1946 to take up a post under the Government of Ceylon. Sri L. A. Krishna Iyer, M.A., was appointed Senior Lecturer and Head of the Department of Anthropology in 1947, and he continued till 1st July 1949. The Certificate and Diploma courses in Anthropology were commenced on the 2nd July 1947, by Sri L. A. Krishna Iyer. Experts outside the Department helped in the running of the courses. Professor A. Ananthanarayana Aiyar, Director, Department of Anatomy, Stanley Medical College, Madras, delivered 12 lectures on : " Elements of Human Anatomy and Comparative Anatomy of Man and Anthropoid Apes ". Dr. A. Aiyappan, Superintendent, Government Museum, Madras, lectured on " Practical work with introductory talks covering Pre-Historic Archaeology and Primitive Material Culture ".

Dr. U. R. Ehrenfels, Ph.D. (Vienna), was appointed on 2nd July 1949 as Senior Lecturer and Head of the Department of Anthropology and in March 1956 was promoted as Reader. He continued the Certificate and Diploma courses in Anthropology and was also assisted, by Professor A. Ananthanarayana Aiyar, Director, Department of Anatomy, Stanley Medical College, Madras, and by Dr. A. Aiyappan, Superintendent, Government Museum. A temporary Junior Lecturer, Sri M. S. Gopalakrishnan was appointed on 15th July 1955.

Dr. U. R. Ehrenfels conducted comparative researches on matrilineal civilizations of South India, and on other aspects of South Indian Cultural

History as well. These necessitated field researches in Kerala (Malabar, Cochin, Travancore) and Central Assam where the Khasi and the Garo are two principal matrilineal communities. Researches were undertaken by Dr. Ehrenfels on the changing position of women in India and on the disintegration and re-integration, particularly among Highlanders of India affected by the acculturation processes. His illustrated monograph on a food gathering group of Highlanders, " Kadar of Cochin " was published as Book No. 1.—Anthropology Series of the University. Dr. Ehrenfels has read numerous research papers under the auspices of various organizations, such as the Indian Science Congress, the UNESCO Seminar on Women in South Asia, the Austrian Branch of " Women's International League for Freedom and Peace ", Geneva, the "Third Tribal Welfare Conference" held at Jagadalpur in March 1955, and the All India Conference of Anthropologists and Sociologists, 1955. Many research papers have been contributed by him to Journals like " American Anthropologist", Chicago, "Man ", London, " Anthropos ", Switzerland, " Islamic Culture ", Hyderabad, and the Madras, Annamalai and Gauhati University Journals. Dr. Ehrenfels has given suggestions relating to subjects of Anthropology in reply to enquiries from the Government of India, Government of Madras, Educational institutions in India and abroad.

The Junior Lecturer has also read research papers at the All India Conference of Anthropologists and Sociologists in 1955 and at the Psychological Society Conference held in December, 1955 and contributed articles to journals.

Research facilities to the students for higher degrees in Anthropology were first offered in 1950 by the Madras University. Five students have conducted research in the Department on the following subjects: " Mother-Goddess-worship—A regional study of Madras and Malabar ". " Primitive Medicine with particular reference to the Siddha System ", " Change in occupation and status of Women in Madras", and " Change in the Social and Cultural Anthropology of the Matrilineal Hindus of Kerala ". A Fulbright scholar from the University of California joined the Department in 1953, and he was engaged in a village study at Mysore. One student is working on " Finger and Palm prints of South Indian Tribes " as a Government of India Senior Research Scholar. At present, research work under the supervision of Dr. Ehrenfels is being carried out on ' the Changing position of women in Societies on the coast of Kerala ' and also on ' Shifting cultivating groups and their possible culture affinities with Adi Dravidas, Adi Karnatakas and kindred groups.'

It may be mentioned that the Sarat Chandra Roy Gold Medal of 1949 for Social Anthropology was awarded to Dr. U. R. Ehrenfels for original contributions to social and cultural Anthropology in India. Besides,

the Wenner-Gren Foundation for Anthropological Research, awarded two grants-in-aid to Dr. Ehrenfels in 1949—50 and 1951—52 for research on the comparative study of Matrilineal Civilizations in India.

Besides the lectures to the 'One Year Certificate course' and the 'Two Years Diploma course', special lectures have been delivered by the staff under the auspices of the Department. Thus Sri L. A. Krishna Iyer delivered in 1948 six lectures on 'Importance of a study of Anthropology' and five lectures on 'The Pre-Dravidian element in Kerala' and Dr. Ehrenfels delivered in 1949 six Departmental lectures on "Culture-patterns and Environments".

An Anthropological Association was started in 1950 under the auspices of the Madras University with a view to encouraging research in Anthropology and organizing seminars and establishing a well-equipped Anthropological Research Centre in South India. The Society has been conducting meetings and seminars under the auspices of the Department of the Anthropology of this University. The Society invited visiting Scholars to speak and read papers on Anthropology and related subjects.

Department of Legal Studies :

The Department was founded in August 1951 with Professor C. H. Alexandrowicz as its Head, and has worked for five academic years. It prepares students for the degrees of Master and Doctor of Law. The M.L. Degree has so far been obtained by 6 candidates. Two Masters of Law are engaged in preparing their LL. D. theses.

On the research side the Department has concentrated on two main subjects : (1) The Law of Nations in Asia, and (2) Comparative Constitutional Law in Asia. Papers produced by the Professor and by Research Fellows have been published in India and abroad, in journals including the American Journal of International Law, the American Journal of Comparative Law, the International Law Quarterly (London) and the Year Book of World Affairs (London).

Out of the work of the Department emerged two affiliated institutions : (1) The Indian Study Group of International Affairs, and (2) The Indian Committee of Comparative Law. The first publishes the Indian Year Book of International Affairs. Five volumes have already appeared and the sixth volume is under preparation. The Year Book has received a favourable reception all over the world.

The Indian Committee of Comparative Law co-operates with the International Association of Legal Science (UNESCO). It participated in a Conference on the Reception of English Law in India which was

held in the framework of the World Congress of Comparative Law in September 1956. The Committee is now organizing an Institute of International and Comparative Law on the lines suggested by the International Association of Legal Science. The Professor is at the same time Editor of the Indian Year Book of International Affairs and Secretary-General of the Indian Committee of Comparative Law.

The Department co-operated with the legal Departments of other Indian Universities, some of which accepted the research fellows of the Department as their teachers.

The Department has also rendered certain services to the Government of India, both in a legal advisory capacity and in the field of legal education. A paper on legal education in India produced by the Indian Committee of Comparative Law under the joint editorship of Professor Alexandrowicz and Sri N. A. Subrahmanian has been published by UNESCO.

Department of Sanskrit :

The Department of Comparative Philology with special reference to Sanskrit was one of the three early Departments organised by the University in 1914. The first Professor of the Department and Director of Sanskrit Studies was Dr. Mark Collins, who had been formerly Professor of Sanskrit and Comparative Philology in the University of Dublin. After the retirement of Dr. Mark Collins in 1919, however, the Professorship of Comparative Philology in the Madras University was not filled up. The question of reviving the Department was raised by the Academic Council in 1924, and ultimately in 1927, it resulted in the organization of an Oriental Institute including the branches of Sanskrit, Dravidian and Islamic languages. Dr. C. Kunhan Raja, M.A., D.Phil (Oxon.) was first appointed Professor of Sanskrit, and two Pandits were added in the succeeding year. In 1930 the Institute was reorganized and the Department in the new set-up had a Reader, a Senior Lecturer and a Junior Lecturer. Dr. Kunhan Raja was appointed Reader and Head of the Department, with Dr. T. R. Chintamani, M.A., Ph.D. as Senior Lecturer and Sri S. K. Ramanatha Sastri as Junior Lecturer. When the latter retired in 1935, Dr. V. Raghavan was appointed in his place. In 1948, Dr. Kunhan Raja was elevated to the status of a Professor under the new scheme of rotating Professorships instituted by the University, and when he retired in 1950 Dr. V. Raghavan who had become Senior Lecturer in 1948 on the death of Dr. T. R. Chinthamani, was promoted as Reader and Head of the Department, while Dr. K. Kunjunni Raja, M.A., Ph.D. (Madras), Ph.D. (London) was appointed Senior Lecturer. Sri S. Subramanya Sastri was appointed Junior Lecturer in 1948. In 1955 Dr. V. Raghavan, M.A., Ph.D. was elevated as Professor of Sanskrit.

During the thirty years of its history, the Sanskrit Department has made a marked contribution to Sanskrit research. To the neglected branch of the Prabhakara Mimamsa, the Department made an outstanding contribution by bringing out editions of the basic works of this School from very difficult manuscript materials. For the Bhatta school of Mimamsa, the subsequent editions of the hitherto unpublished commentaries like those of Umveka and Jayamisra prepared by this Department, form two of the chief contributions in the recent past. Dr. Kunhan Raja had been endeavouring to bring to the notice of scholars pre-Sayana commentaries on the Veda available in fragmentary form in South Indian manuscripts. Dr. Chintamani undertook the publication of the important Unadi Sutras in various recensions. He concentrated on the publication of texts of importance and antiquity, which lay buried in manuscripts, the most noteworthy of these being the commentary called Prakatartha-vivarana on Sankara's Brahma Sutra Bhashya. Dr. Raghavan published expository works in Alankara Sastra which are among the most detailed and authoritative works in the field ; in one of them viz., his thesis on Bhoja's 'Sringara Prakasa', he gives a comprehensive exposition of this *magnum opus* on the subject of Indian aesthetic criticism. Apart from editions, critical studies and monographs, he has also published about 250 research papers in which he has expounded for the first time many concepts, set forth new identifications and chronologies and brought to the notice of the scholarly world rare works and authors hitherto unknown. In addition to continuing his work on Mimamsa and Vedanta the present Junior Lecturer has brought out for the first time in print two very important, though short, works on the Nyaya Vaiseshika School, viz., the Lakshanamala and the Nyayamala of Sivaditya. Dr. Kunjunni Raja has made a comprehensive survey of the prolific contributions of the Kerala authors to Sanskrit literature.

A major project undertaken by the Sanskrit Department is the compilation of the 'New Catalogus Catalogorum' of Sanskrit manuscripts, revising and bringing up-to-date the work of Theodor Aufrecht, published more than half a century ago. In view of the large accumulation of manuscripts in South India, Professor A. C. Woolner of the Lahore University suggested to the Madras University to take up the preparation of such a catalogue. Accordingly the work was undertaken in 1935 when, towards the end of that year, under the guidance of Professor Kuppuswami Sastri as Editor-in-Chief, work was started with two assistants, Dr. V. Raghavan and Sri E. P. Radhakrishnan.

The work received a set-back at the outbreak of the war and the evacuation of Madras. Dr. Raghavan who had been appointed permanently in the Department of Sanskrit resumed the work single-handed after the war

and the first volume comprising all works and authors under the letter 'A' was brought out in 1949. The reception accorded to the first volume provided great encouragement to the University in continuing the work. In 1950 Dr. Raghavan who had been appointed Reader and Head of the Department was given two Research Assistants, Sri K. V. Sarma, M.A., and Sri G. S. Sundaram, B.A., (Hons.), to expedite the work. During the five years when the services of these additional assistants was available, the bulk of the indexing work was completed. Recently, great interest has been evinced in this work by other Universities, the Central Government and various foreign Foundations. In 1953, with the help of a travel grant from the British Council and an additional grant by the Madras University, Dr. Raghavan, toured the greater part of Europe and prepared an inventory of 20,000 manuscripts in different European libraries for which no printed catalogue was so far available. The Catalogus Catalogorum section is on the threshold of a further expansion, and the University has resolved, with the help of a grant from the Rockefellers, to provide additional staff to expedite the work. The New Catalogus Catalogorum is one of the few outstanding projects of research in the field of Sanskrit in the whole of India. The amount of material digested and the information given in it will make it, when published, the primary accessory for research, as well as for textual criticism and edition of works in Sanskrit and allied fields; even as it is being prepared, the information contained in the manuscript catalogues collected for this work has made the department of Sanskrit a veritable centre of reference for Sanskritists in India and abroad. There have been few texts or articles on texts published in recent years which have not acknowledged the help given from the sources of the New Catalogus Catalogorum of the Madras University.

From the beginning, several students have been doing research in the Department. Some University studentships were awarded as early as 1914 to those who did research in Sanskrit under Professor Kuppuswami Sastri of the Presidency College. In his capacity as the Curator of the Government Oriental Manuscripts Library, he made a valuable collection of Sanskrit manuscripts which provided the material for original investigations in Sanskrit. In fact, in the matter of training research scholars and in holding up high standards, Professor Kuppuswami Sastri rendered incalculable service to the cause of Sanskrit studies in Madras.

It may be mentioned that four foreign scholars have recently worked in the Department; two young students were taught Sanskrit texts, while one of the seniormost American Indologists, Professor Norman Brown, who came under a Fulbright award, also worked in this Department.

In 1936 the " Annals of Oriental Research " of the Madras University was started under the editorship of the Head of the Sanskrit Department

and in the Annals shorter works and papers were published by the members of the Oriental Institute. The Professor, Dr. V. Raghavan, was awarded the 1953 Kane Gold Medal for distinguished work in Indology. He is the General Secretary, of the All India Oriental Conference, a Member, of the Central Advisory Board of Archaeology, Convener for Sanskrit Central Sahitya *Akademi*, and is now a Member of the Sanskrit Commission appointed in 1956 by the Central Government.

Teaching and special lectures formed important activities of the Department from its inception. Dr. Mark Collins lectured on Comparative Philology to the students of both the Sanskrit Honours and English Honours courses. Professor Kuppuswami Sastri, Professor of Sanskrit and Comparative Philology in the Presidency College also simultaneously delivered at the Department a series of lectures every year on the different branches of Sanskrit Literature and Philosophy. When the University introduced the scheme of Honorary Readership Lectures some of the senior Sanskritists delivered courses of lectures at the Department. There was a Sanskrit Endowment Lecture in the name of Sri V. Krishnaswami Aiyar for a few years and under this Sri C. Sankararama Sastri delivered five lectures on 'Fictions in the development of Hindu Law Texts'. Recently, the staff of the Department of the University have been lecturing to the Honours students on certain selected subjects.

Department of Tamil:

In 1914 two Readers in Tamil were appointed as members of the Department of Comparative Philology opened that year in the Madras University. It was but a temporary measure, and after two years the Readers were not continued. In fact, the Tamil Department of the Oriental Research Institute was established only in 1927, consisting of one Reader and two Fellows. Sri K. N. Sivaraja Pillai, B.A., was the Reader and Sri E. V. Anantarama Aiyar and Sri K. Venkatarajulu Reddiar were the Fellows. The Department was reorganized in 1930 and provision was made for one Reader, one Senior Lecturer and one Junior Lecturer. Sri S. Anavaratanayakam Pillai, M.A., L.T., was appointed the Reader and Sri K. N. Sivaraja Pillai and V. Venkatarajulu Reddiar were the Senior and Junior Lecturers respectively. On the retirement of Sri S. Anavaratanayakam Pillai and Sri K. N. Sivaraja Pillai in 1936 Sri S. Vaiyapuri Pillai, B.A., B.L. and Sri R. P. Sethu Pillai, B.A., B.L. were appointed Reader and Senior Lecturer respectively on 1st August 1936. Sri V. Venkatarajulu Reddiar continued to be the Junior Lecturer. When Sri S. Vaiyapuri Pillai retired on 11th October 1946 Sri R. P. Sethu Pillai was appointed Reader. Dr. M. Varadarajan was appointed Senior Lecturer on 2nd January 1948. On the retirement of Sri V. Venkatarajulu Reddiar in 1948 Sri V. R. Purushothama Naidu became Junior Lecturer. In the vacancy caused by the

resignation of his post by Dr. M. Varadarajan for reasons of health, Sri (Dr.) M. A. Durairangaswami was appointed Senior Lecturer on 3rd January 1950. Meanwhile in 1948, the Readership was converted into a Professorship and Sri R. P. Sethu Pillai was made Professor of Tamil in the University.

A special Tamil Lexicon Committee which had been constituted and entrusted in 1913 with the preparation of a comprehensive Tamil Lexicon finished its stupendous work in 1936. But there were about 20,000 words collected too late for inclusion in their respective places in the Lexicon. It was, therefore, decided to publish an Addendum volume and the Lexicon Staff was continued. The Tamil Research Department consisting of Sri S. Vaiyapuri Pillai, Sri R. P. Sethu Pillai and Sri V. Venkatarajulu Reddiar, was asked to co-operate in the work of editing and publishing the Supplementary Volume. Accordingly, the Lexicon work was done along with research work from January 1937 to December 1939.

The University considered it desirable to bring out a Concise Tamil Lexicon and accepted the offer of the Madras Law Journal Press to publish the work under the supervision of the Tamil Department. The scheme of the Concise Tamil Lexicon was settled on 11th December 1942 and some of the items which required clarification were discussed by the Head of the Tamil Department with the Editor of the Concise Tamil Lexicon and finally settled on 14th April 1948. The Concise Tamil Lexicon was published in 1954.

The 'Annals of Oriental Research' was started by the University in 1936-37, and contributions to it were regularly made by the members of the Tamil Department.

The Department of Tamil has always engaged itself in researches on the early Tamil literary works. The religion and philosophy of the Tamils, as reflected in Tamil literature, also form subjects of intensive study.

Professor Sri R. P. Sethu Pillai has been engaged in compiling the Dravidian Comparative Vocabulary in collaboration with the other Dravidian Departments of the University. He is the Convener of the Editorial Committee.

Sri S. Vaiyapuri Pillai, Sri R. P. Sethu Pillai and Dr. M. A. Dorairangaswami have all attended the sessions of the All India Oriental Conference and participated in their proceedings. Research papers pertaining to the Tamil Language and Literature have been read by them at the sessions of the Conference. Professor R. P. Sethu Pillai presided over the Dravidian Section of the Oriental Conference held at the Annamalai University in December 1955.

The Professor of Tamil Sri R. P. Sethu Pillai, with the approval of the University, served on Special Committees like " Poet Subramania Bharati Works' Publication Committee ", the " Language Experts' Committee " set up by the Government of India, " The Tamil Advisory Board of the Sahitya Akademi, New Delhi ", " The Tamil Advisory Committee of the Southern Languages Book Trust ", " the Expert Committee" constituted by the Government of Madras for finalising the Administrative Terms in Tamil prepared by the " Madras Provincial Tamil Sangam " and the Kamba Ramayanam Publication Committee constituted by the Annamalai University.

Department of Malayalam.

The Department of Malayalam was started in 1927 as a section of the Oriental Research Institute with Sri C. Achyutha Menon, B.A., Ph.D. as Reader and Sri V. Koman Nair as Fellow. When the Department was re-organized in 1930 and placed on a permanent basis, Sri Achyutha Menon became the Senior Lecturer and Head of the Department, and Sri P. Krishnan Nair (Siromani) was appointed the Junior Lecturer in 1930. Sri Achyutha Menon was promoted as Reader in 1948, and he held the place till his demise in 1952. Sri P. Krishnan Nair, the Junior Lecturer retired in 1947 and Sri S. Krishnan Nair, M.A., Ph.D., was appointed Junior Lecturer in that year. With his promotion as Senior Lecturer in 1952, Sri K. N. Ezhuthachan, M.A., was appointed Junior Lecturer in 1953.

It was the plan of the Department from the very beginning to direct its attention to the ritualistic folk songs of Kerala with a view to throwing light on the origin and development of the language and culture. Dr. C. Achyutha Menon collected a vast material of ' torrams' about Kali. He also gathered the ballads and songs about heroes and heroines of Kerala.

Another field of research was the cultural and literary history of Kerala. Dr. C. Achyutha Menon published his thesis for the Doctorate Degree awarded to him by the University of London in 1938, which embodies the result of his studies of the celebrated poet, Ezhuthachan.

The cultural aspect taken for study by the Department during the period comprised folk dance and classical drama, viz. the Kathakali of Kerala. Dr. C. Achyutha Menon investigated into the historical and cultural aspects of the art of Kathakali, while the Junior Lecturer, Sri Krishnan Nair, made a thorough study of its technique and literature. The outcome of this study is the work on Kathakali by Sri Krishnan Nair, published in 1939.

The programme of the Department included the preparation of books on Aesthetics, collecting materials from standard works on literary criticism

produced by both eastern and western scholars. The learned treatises of the Kavyajivita Vritti in two parts mainly deal with Alamkaras, while the Kavyaloka deals with Dhwani ; and, both of these were written by Sri P. Krishnan Nair. The Department has also published the following rare manuscripts with critical introductions :

1. Kuchela Vrittam and Krishnavilasam (1929)
2. Subhadraharanam Pana (1930)
3. Kedara Mahatmyam, Ed. P. Krishnan Nair (1953)

Dr. S. Krishnan Nair, M.A., Ph.D., the present Head of the Department has continued the line of research begun by Dr. C. Achyutha Menon.

The Junior Lecturer, Sri K. N. Ezhuthachan, is engaged in research in the linguistic field. Old Malayalam works have been taken up for investigation and the following mediaeval works are being edited with notes and introductions :

1. Bhasha Kautaliyam (4-7 adhikaranas, viz. the unpublished portion of the work)
2. Ramacharitam.

The Snake Worship of Kerala also forms part of the study and research of the Junior Lecturer.

Dr. S. Krishnan Nair and Sri K. N. Ezhuthachan have taken up the writing of a book on the ' Early beginnings of Malayalam ' as a joint work. The former has been co-operating from the very beginning with the Heads of the other Dravidian Departments in the compilation of the work on the ' Dravidian Cognates ', which is being published by the University.

Over twenty students have conducted research in the Department, and among those who supplicated for Research Degrees, one has obtained the Ph.D. Degree and two the M.Litt. Degrees.

Department of Arabic, Persian and Urdu :

The Department of Arabic, Persian and Urdu first came into being under the name of Islamic Section in September 1927. Sri S. Mohammad Hussain Nainar was appointed then Senior Reader and Sri Mohammad Munawar Gawar Sahib Junior Reader. The latter retired in April 1930. When the Oriental Research Institute was re-organised in 1930, the Islamic section was designated as the Department of Arabic, Persian and Urdu with Sri S. Mohammad Hussain Nainar, M.A., LL.B., Ph.D., as Senior Lecturer in Arabic and Head of the Department and two Junior Lecturers, Sri Abu Hashim Syed Usha, B.A., for Persian and Sri Mohammad Hussain Mahvi for Urdu.

Dr. Nainar was promoted as Reader on 1st January 1946 and later as Professor on 18th September 1950. When he was granted a scholarship by the Indian Council for Cultural Relations, New Delhi, for research work in Indonesia on the cultural relationship between India and Indonesia, he took leave from the University from 1st July 1953 and subsequently he retired from the University service. Then Sri Abu Hashim Syed Usha was promoted as Senior Lecturer and Head of the Department. When Sri Mahvi retired in 1949, his place was taken by Sri Muhammad Yousuf Kokan, M.A.

The principal aim of this Department has been to redeem from obscurity early works of outstanding merit on useful topics and to resuscitate them. In India and abroad there exists in manuscript form a vast amount of literature in Arabic and Persian prose and poetry—and to some extent in Urdu also—comprising Belles Lettres, History, Travels, Philosophy, Logic, Metaphysics, Commentaries on Quran, on New Testament and Old Testament, and various other works of importance. Besides, there are still extant numerous works in manuscript on various other topics such as Grammar, Prosody, Rhetoric, Poetics and allied subjects, Dictionaries, Biographies and Anthologies of Saints, learned men and poets, Arts and Crafts, Calligraphy, Painting, Music, Physics, Astronomy, Chemistry, Mathematics, Agriculture, Horticulture etc.

Besides, numerous works have been edited by the members of the Department and they are awaiting publication.

From the inception of the Department five research students have worked so far and one of them, Sri M. Anwarul Huq was awarded the M.Litt. Degree in 1952.

Department of Kannada :

The Kannada Department was formally started in 1927 as part of the Oriental Research Institute with Sri A. Venkata Rao as Reader and Sri H. Sesha Ayyangar as Fellow. When the Department was re-organized by the revised scheme of 1930, Sri A. Venkata Rao and Sri H. Sesha Ayyangar were re-appointed respectively as Senior Lecturer and Junior Lecturer in Kannada. On the sudden death of Sri A. Venkata Rao in 1935 Sri H. Chennakesava Ayyangar was appointed the Senior Lecturer in 1936 who continued in office till the end of July 1939. In September 1940 Sri M. Mariappa Bhat, M.A., L.T., Vidwan, was appointed Senior Lecturer and he was promoted as Reader in September 1950. Sri H. Sesha Ayyangar worked as Junior Lecturer till the date of his retirement in December 1945 and the vacancy thus caused was filled up by the appointment of Sri M. Govinda Rao, M.A., B.O.L. in July, 1946.

The members of the Kannada Department have as a result of their researches published several works. Besides, they have contributed numerous research papers bearing specially on Dialects (Tulu and Havika Kannada), Comparative Grammar, History of the Kannada Language, Kannada Culture, and Problems of Kannada Literature and Literary Criticism to the Annals of Oriental Research, Proceedings of the All-India Oriental Conferences, Sahitya Parishat Patrika, Prabhuddha Karnataka, Jayanthi, Jeevana and Subodha.

From September 1940 Sri M. Mariappa Bhat was engaged in compiling the " Dravidian Comparative Vocabulary " in collaboration with the Heads of the other Departments in the Dravidian languages. This work is in the press. The Department was engaged in scrutinizing and translating some of the Mackenzie manuscripts in Kannada for the Indian History Department.

With the inauguration of the Honours and Post-Graduate courses in Kannada in Presidency College in July 1951, the Kannada Department has been actively participating in the scheme of lectures ; the lectures on Philology, History of the Kannada Language, History of Literature and Literary Criticism and those on Kannada Inscriptions have been delivered by this Department.

Sri Mariappa Bhat, the present Head of the Department, has served the cause of Kannada by working on several committees organized for the development of the language. He was Chairman of the Advisory Committee on Kannada constituted by the Government of Madras from 1944 till 1952 and was also the Chairman of the Technical Terms Committee (Kannada) constituted by the Government of Madras, which prepared Kannada Equivalants for the Technical terms in the several subjects. As a Delegate of the University he served on the Kannada Script Reform Committee of the Mysore State Adult Education Society. As a Delegate of the University he attended the All-India Oriental Conferences and Kannada Sahitya Sammelana Sessions. He is also a member of the Provincial Library Committee and the Kannada Advisory Committee of Southern Languages Book Trust. He is also on the editorial Board of the Kannada Dictionary which is being prepared by the Kannada Sahitya Parishat, Bangalore. He is at present the Chief Editor of the Annals of Oriental Research Institute, University of Madras. From September, 1955 to May, 1956, Sri M. Mariappa Bhat availed himself of Study Leave, and with the good offices of the University and of the British Council who awarded a travel grant, he worked for two terms in the Department of Linguistics at the School of Oriental and African Studies, University of London, on problems pertaining to Descriptive Linguistics.

Department of Telugu :

Two Readers for the Telugu Department were appointed in 1914, but they were not continued after 1916. The Department of Telugu was really started only in August 1927 with Sri K. Ramakrishnaiah as the Reader, Sri N. Bangarayya and Sri P. Lakshmikantham as Fellows. The Department was reorganized in July 1930 with Mr. K. Ramakrishnaiah as the Senior Lecturer and V. Ch. Sitaramaswamy Sastri as the Junior Lecturer. After the retirement of Sri K. Ramakrishnaiah in June 1949, Sri N. Venkata Rao, M.A., who had been appointed Junior Lecturer in July 1944 in succession to Sri S. Lakshmipathi Sastri, was promoted as Senior Lecturer in August 1949, and Sri S. Ramakrishna Sastri, M.A., B.O.L., was appointed Junior Lecturer in March 1950.

In addition to the researches conducted, the members of the staff supervised the work of research students. Between 1930 and 1949 there were five research students. Sri G. V. Krishna Rao, who worked during 1949 to 1952 under the supervision of Sri N. Venkata Rao, obtained his Ph.D. for his thesis on 'Kalapurnodayamu'. At present, a Government of India Scholar, Srimathi B. Audilakshmi, is working under the supervision of the Head of the Department on " Saivism in Telugu Literature and its contribution to South Indian Culture ".

In 1947 the Department co-operated with the Department of Indian History and Archaeology in the preparation of an English summary of the Telugu Manuscripts in the Mackenzie collection. The work was entrusted to Sri N. Venkata Rao, then Junior Lecturer in the Department.

The Senior Lecturer, Sri N. Venkata Rao, is serving on the Expert Committee for the publication of Telugu Manuscripts by the Government and has edited the following works of high literary value with the permission of the Syndicate :—

1. Khadgalakshana Siromani (Science of swords)—Madras Government Oriental Manuscripts Library.
2. Ramanayanamu by Katta Varadaraju in four volumes—Tanjore Saraswati Mahal Library.
3. Rajagopalavilasamu by Chengalva Kalakavi—Tanjore Saraswati Mahal Library.

He is also on the Editorial Committee of the Bulletin of the Madras Government Oriental Manuscripts Library and has edited Vidyavati Dandakamu of Ganapavarapu Venkatakavi (1650 A.D.).

The editing of the Telugu section in the common work entitled ' Comparative Dravidian Vocabulary ' is carried on by the Senior Lecturer. Besides,

the Senior Lecturer is the Editor-in-Chief of the Telugu section of the Annals of Oriental Research. Lectures are delivered by the Senior Lecturer to the Honours and Post-Graduate Students of the Presidency College on the prescribed Telugu inscriptions under the scheme of Inter-collegiate lectures.

Training in European Languages :

A. German :

Early in 1926, the Joint-Secretary to the High Commissioner of India in London drew the attention of the Vice-Chancellors of all the Universities in India to the desirability of providing a course of instruction in the German and French languages. The enormous difficulty experienced by Indian students without a knowledge of these languages in the matter of securing admissions into the British Universities was stressed in the communication addressed to the Vice-Chancellors of the Indian Universities.

The University of Madras quickly responded to the suggestion. In fact, even before the receipt of the communication from the High Commissioner, the Academic Council and the Syndicate of the Madras University had actively considered the question of providing instruction in the European languages including German and French. Apart from enabling students to secure admission into the British Universities, knowledge of these languages has been found to be of immense help in exploring the original sources of information available exclusively in those languages. Thus for researches in the Sciences as well as in History, Politics and other Arts subjects these languages are of great help.

In 1927 the Madras University, planned to add German and French either as an extra optional subject to the Intermediate examination or as an additional subject to the Intermediate examination ; but when the Secretary of the University Information Bureau, Mr. Arthur Davies stressed the point that most students think of advanced studies in Britain only after passing the Intermediate examination the language classes were organised as independent courses as well, leading to a Diploma. A syllabus was provided for German as an Intermediate subject and also for B.A. as Group V under Part III. But it was found impossible to provide instruction in the German language in all the colleges and consequently it was considered more convenient to open separate diploma courses for the benefit of students belonging to all colleges as well as for the benefit of outsiders who had previously passed an examination of this University.

The diploma course was started in the University of Madras in 1928 with the Rev. P. Gabler as the Lecturer for the next three years. In 1931, he was succeeded by Rev. G. T. Gross who continued to lecture in German till 1936 when Rev. G. Stahlin took his place. Rev. G. Stahlin continued

as Lecturer in German only for a short while and Mrs. Ellen Sharma who was appointed in his place in 1937 has continued to be the Lecturer in German since then.

It may be mentioned that the courses in German and French though originally planned to facilitate higher studies abroad they were always carried on with the object of providing students with at least a reading knowledge of these languages so as to enable them to use their knowledge in studying foreign literature, scientific journals, and references connected with their research. The Diploma classes were conducted as a one year's course with three classes a week of a total duration of five hours. This arrangement was, however, considered inadequate for imparting a reading knowledge as well as a capacity to express ideas. Besides, it was found difficult to introduce during a one year's course, short stories, poems, dramas as well as material of scientific nature.

The year 1945 may be considered to be the second important date in the history of instruction in German provided by the University of Madras, because the Syndicate resolved in 1945 to revise the diploma course in German as well as in French and change each of them to a two years' course. There was, however, to be an independent "Certificate Examination" at the end of the first year. A book on science was added to the prescribed text-books for the Diploma and besides a *viva voce* examination was added for the candidates appearing for the Diploma. The new regulations regarding the Diploma examination were introduced in 1947. It may be said that as a result of the change, the course of studies provides scope for a fairly satisfactory standard of attainments in the foreign languages.

Since 1945, several students of B.Com. degree course have been joining both the Certificate and Diploma courses in German. A few additional classes were conducted in order to cover their syllabus. In 1945, the first examination in German was conducted for the B.Sc. (Tech.) students of the Alagappa Chettiar College of Technology. German is a compulsory subject in the curriculum of the students who take Chemical Engineering or Leather Technology.

It is important to observe that with the achievement of Indian independence and the new industrial development which is planned, a knowledge of German seems to have become increasingly important and the increasing number of applications for the Certificate and the Diploma courses each year, in recent times, is an indication of it. The number of students in the Certificate course has been restricted to fifty. The number of students in the second year in the Diploma course, however, is only about twenty. This circumstance affords facility for the provision of a certain measure of practice in oral work.

Research in German is still a plan of the future ; so far, knowledge of German has been valued as a means to read German literature, scientific papers or as a mere passport to Foreign Universities. But, more and more of students engaged in research take to the study of this language. In recent years well over 70 per cent of the strength of the colleges is composed of research students in Science, while the rest consists of students of mathematics, medicine, engineering and law. Students of English literature, Sanskrit, History and Politics are a few. An abundant scope of special research work in German exists in these subjects belonging to the Humanities.

B. French :

Though the French language had been introduced early as one of the languages in the Intermediate and B.A., in several of the Colleges affiliated to the Madras University, a Diploma course in French was instituted in the University only in July 1928. The Diploma course was started in response to the suggestion of the High Commissioner for India in London who urged the importance of a knowledge of French and German for students proceeding for higher studies to the foreign countries. Rev. Fr. A. Sauliere, S.J., then Professor of French at the Loyola College, Madras, was appointed the first part-time Lecturer in French in the University of Madras in 1929 and he continued to be the Lecturer till 1933. The appointment of the part-time Lecturer is done by a special board which chooses the most suitable person from amomg the applicants. The appointment is for a year, usually renewed, for several years. In 1933 Mr. P. A. Thampi, Lecturer in French, Madras Christian College, was appointed part-time Lecturer from 1933-35 and he was succeeded by Mr. Divien, Lecturer in French, Madras Christian College, Tambaram, who held office from 1935-41. Rev. Fr. A. Sauleire, S.J., was re-appointed part-time Lecturer, from 1942-44. Mr. E. Divien was later re-appointed from 1944-49. Miss. E. Tellis, B.A. (Hons.), Lecturer in French, Madras Christian College, Tambaram, was appointed for the years 1949-52 ; and Mr. E. Divien who was then Lecturer in French in the Loyola College, Madras was appointed for the third time for the years 1952-55. On retirement in 1955 Mr. Divien's Mr. A. Maria Gabriel, M.A., Lecturer in French, Loyola College, Madras, was appointed part-time Lecturer in French in the University of Madras.

Till 1936 the classes were held in Presidency College, Madras. Five hours per week were devoted for lectures. Reading and writing were taught with the help of three prescribed texts. Care was taken to cultivate the practice of talking in French and stress was laid on correct pronunciation.

In the year 1934 the regulations were modified by giving concession rates of fees to research students as well as to the students of scheduled

castes. In 1937 provision was made for conducting the Diploma courses in German and French in the constituent and affiliated Colleges in addition to classes conducted in the University. Consequently between 1942 and 1944, the required number of students for the Diploma in French at the University did not apply and the Diploma classes were not conducted.

In 1945 the Senate recommended that the Diploma course should extend over a period of two years, each year consisting of three terms, with an examination at the end of the first year entitling the successful candidates to a Certificate of Proficiency and a final examination at the end of the 2nd year, entitling the successful candidates to a Diploma in French. Three hours were devoted for a Certificate course and two hours for the Diploma course. This alteration was found necessary, for the students could assimilate the subject better in two years rather than in one year ; and such other students as needed only a superficial acquaintance with the subject could leave at the end of the first year while those who aspired for a thorough grasp of the subject could study for two years. Research students were encouraged to take the two-year course, for a text-book dealing in science was prescribed for the Diploma course at the end of which students could normally read French periodicals in the different subjects.

The strength of the classes has been steadily increasing and in 1956-57, there are 43 students for the Certificate course and 10 students for the Diploma course in French. There are Research students from the different University Departments, Honours and post-graduate students from different colleges, professional men like chartered accountants, chemists, professors, lawyers, etc. The great interest evinced by them in learning the subject is borne out by the fact that in the examination held in April 1956 all the nine students in the Diploma course passed, seven of them securing distinction, while 16 out of 18 students in the certificate course came out successful. Good training is given in the speaking of the language and the students do creditably at the *viva voce* test at the end of the Diploma course. Most of the students being degree-holders, they understand and develop their knowledge of grammar rapidly. To equip them fully, supplementary reading of simple French texts is encouraged and each student of the Diploma class is made to read a dozen French books in addition to the prescribed texts, so that when the course is over he is able to read and speak French, and to write satisfactorily on simple subjects. The importance of a knowledge of the French language is increasingly realized and the Department is likely to grow in strength.

Department of Hindi :

In view of the increasing importance of the study of Hindi and interest in a comparative study of its classics in relation to works in other Indian

languages, the Madras University started the Hindi department under the Faculty of Oriental Research in April 1952 with Sri S. Sankar Raju Naidu, M.A. (Agra), Sahitya Ratna (Allahabad), Honours in Hindi (Punjab), as Senior Lecturer and Head of the Department.

The principal research work of Sri Sankar Raju Naidu was a comparative study of the following : (1) Rama-Charita Manas of Tulasidas with Kamba Ramayanam. Though both these works are based on the Ramayana of Valmiki they show an identity in their deviations from Valmiki's account, as for instance, in the treatment of pre-matrimonial love of Rama and Sita. Sri Sankar Raju Naidu has published a critical study of this subject. (2) The Tamil classic, Tirukkural, with the relevant works in Hindi, like those of Kabirdas, Bihari Lal and other Suktikaras, (3) the works of the Tamil poetess, Andal and those of Meerabai, the Hindi poetess. This study has appeared in the Annals of Oriental Research. He has published an adaptation of the Silappadikaram in Hindi.

Short studies of other topics the results of which have been published by Sri Sankar Raju Naidu in several learned periodicals, formed the other line of research pursued by him. These comprised ' A Short History of Tamil literature and its Modern Trends', 'Development of Bhakti cult with special reference to South India ', ' Saiva Siddhanta and Tirujnana Sambandhar ', Lives and works of Hindi poets like Chand Bardi, Surdas, Bhushan Saint Maulk Das, short study of the two main dialects of Hindi, viz., Bundelkhandi and Chattisgadhi, and ' Hindi and Punjabi '. The objective in this line of study has been to make available in Hindi the literatures of all the national languages of India, particularly those of the South. The Department has planned to pursue the comparative studies of works in Hindi with those in the Dravidian languages, Tamil, Telugu, Malayalam and Kannada.

On the side of teaching and guidance of research Sri Sankar Raju Naidu has guided the Hindi studies of a Government of India Fellow, Mr. Heins Tittlebach. This scholar is at present doing research on ' Comparative study of Hindi and German Grammar '. Another student worked under the supervision of Sri Naidu on a ' Comparative Study of Andal and Meera '.

Sri Naidu took part in the Conference of the Professors of Hindi of Indian Universities convened by the Government of India, and other academic bodies. He attended and read papers in the All-India Oriental Conference held at Ahmedabad and Annamalainagar in 1953 and 1955 respectively. He is the Chairman of the Board of Studies in Hindi, Marathi, Bengali, Sinhalese etc. and also of the S.S.L.C. Text-book Committee in Hindi, Madras. The University has nominated him a member of the Indian Council for Cultural Relations, Government of India, for the South East Asia

Section. He has published original poems in Hindi entitled 'Gitopahar' He has translated portions of 'Kaivalya Navaneetam' into Hindi and written some literary essays. A rendering of some couplets of Tirukkural into Hindi verses is another publication to the credit of Sri Sankar Raju Naidu. He was awarded a special Trophy in the All-India Extempore Hindi Debate held at Jaipur in 1944.

Department of Zoology :

The opening of a Zoological Research Department was approved by the Senate in 1925 and in 1927 the Department was started in a single room in the "Marine Villa" with Sir K. Ramunni Menon, M.A. (Cantab) I.E.S., Kt. as Honorary Director and one student working under him. In 1928 another student was taken. When Sir K. Ramunni Menon became the Vice-Chancellor in 1929, Professor R. Gopala Iyer, M.A., L.T., M.Sc., was appointed Director. For want of suitable accommodation the Department functioned in a room in the Madras Aquarium. In 1932, three more students were admitted, and were given a room in "Limbdi Gardens". The new Laboratory building was completed in June 1933 and Professor R. Gopala Iyer was appointed full-time Professor of the University. In 1938 a research assistant and a store-keeper clerk were appointed. Though Professor Gopala Iyer retired in 1943, he continued to guide research till July, 1944, when Dr. N. K. Panikkar, M.A., D.Sc., succeeded him. In February 1946, Dr. Panikkar left and Professor George Mathai was incharge of the laboratory for a few months and in November, 1946 the present Director Dr. C. P. Gnanamuthu, M.A., D.Sc., was appointed. In 1950, the post of a Reader was sanctioned and Dr. G. Krishnan, M.A., M.Sc., Ph.D. (Manchester) was appointed to the post. In 1953 the post of a Lecturer was created, and Dr. S. Krishnaswami, M.Sc., Ph.D., was appointed to the place

The laboratory has six research rooms, a lecture room, a library, a museum room besides small rooms for microtome, sea water, photography etc. In 1950, the Government of India sanctioned Rs. 75,000/- for installation of sea water circulation and acquaria to facilitate the study of the biology and physiology of marine animals. By arrangement with the Department of Fisheries of the State, a fisheries vessel is hired twice a month for offshore collection and observation. The Department also owns a catamaran (five logs lashed together with ropes) and a fisherman brings plankton to the Laboratory every day.

In the aggregate, 15 students work at a time in the Laboratory. In addition to the stipends (varying from four to six) the students are eligible for the Senior Scholarships awarded by the Government of India. The Indian Council for Agricultural Research, financed a scheme for the study of fish eggs and larvæ and prawns for over six years, and at present the

Forest Research Institute is supporting a Senior and a Junior Scholar for the study of marine animals which damage timber structures.

With the ideal of a marine biological station in mind, long-range problems are divided into several short-term studies, and students desirous of getting their M.Sc. and Ph.D. Degrees are guided along these investigations. Since 1933 four students were awarded the Degree of Doctor of Science. Subsequent to 1945 when the Ph.D. Degree was instituted, seven were awarded the Degree of Doctor of Philosophy. Till 1945, 23 students obtained their M.Sc. Degree. In the last decade the thesis of 31 were accepted for the same Degree. In 1950, the new course M.Sc. (by Exam.) was started and classes were conducted in Marine-biology and eight B.Sc. (Hons.) graduates qualified for the M.Sc. in this way. Nearly 24 have worked on a part-time basis during the last 24 years. Thus a total of 89 scientific personnel have been trained and all except one are employed in the Fisheries Department, in the Department of Entomology, in Colleges and in institutions like the Museum and the Zoo.

In 1947 it was decided that the Research Departments should impart some idea of the methods they employ and the results they have obtained to the students specializing in Zoology. Accordingly about 15 Inter-collegiate lectures are given to the Honours and Post-graduate students of the Presidency College and the Madras Christian College, every year. Accounts of the life-histories of several animals actually studied in the laboratory are given as lectures on Invertebrate Embryology. The staff of the Department work in close collaboration with the Departments of Fisheries and help in solving the research problems of teachers in colleges and other institutions. A total of 231 papers have been published, in research journals in India and abroad, based on the original researches of students and staff, though a large mass of data collected and recorded in the thesis yet remain unpublished.

The nature of the research work done in the Department has been marine biological throughout its history since no other University in India is so favourably located close to the sea-shore and therefore so fitted to train students in the study of the sea and its inhabitants, as the University of Madras. During these thirty years, several problems in marine zoology have received attention and the results have been published in research journals in India and abroad. The work in the Laboratory since its inception centred round the following themes.

Plankton studies : The early work was necessarily of a preliminary nature for practically nothing was known at that time of the fauna of Madras. A detailed plankton calendar was prepared giving a list of the more common organisms occurring in the different months of the year. This was followed

by an account of the seasonal variations of the different constituents of the plankton. Later studies dealt with the physico-chemical conditions of the sea as a biological environment. Quantitative Studies on different planktonic organisms were made in relation to physico-chemical factors such as light, temperature, salinity, and upwelling common in the tropical seas.

Studies on life history and anatomy: The larval histories of many of the more common coelenterates, copepods, decapods, cirripedia, polychaetes, molluses, primitive chordates and fishes have been described both from examination of the plankton and from artificial fertilization and rearing of the larvae in the laboratory.

Many interesting features have been recorded in which the tropical species differ from their counterparts of the temperate seas. In addition, anatomical descriptions of the more common animal types representative of different phyla have been prepared on the lines of the memoirs of Liverpool Marine Biological Committee. It is expected that this would meet a long felt need for making zoological teaching in the colleges of the University more closely related to the fauna of the areas.

Ecological and faunistic studies: An important line of study in this Laboratory is on the ecology of the animals living in brackish waters. The fauna of the brackish waters of Madras, while indicating its recent marine origin, show interesting features of adaptation to life in an environment which is markedly fluctuating. A number of studies centred round elucidation of such adaptive features of the animals living in this area. Similar studies carried out on the animals of Madras harbour, which present marked variations compared to the conditions in the open sea, led to a focussing of attention on fouling organisms like the cirripedes and lamellibranchs which cause extensive damage to ships and other under-water structures. Many interesting details regarding the factors affecting settlement of the larvae of the fouling organisms and the peculiarities of the digestive mechanism of the wood-boring molluscs have been recorded. These studies would be of value in making antifouling operations successful.

Faunistic studies so necessary for understanding the distribution of marine animals in Madras occupied a prominent place on the scheme of work of the Laboratory from its very inception. Nearly forty papers have been published on the subject and as many as 137 species and 13 genera new to science have been described. Animal communities living on the sea bottom and the interestitial fauna of the Madras beach have been studied with reference to their peculiar environmental conditions.

Fishery biology: Studies on the biology of fishes received an impetus in recent years with both the Central and State Governments concerting measures for the better exploitation of the fishery resources of the sea to

meet the acute food shortages. A wide range of problems was studied in the Laboratory. The eggs and larvae of fishes from the plankton were collected and reared in the Laboratory to trace their life-histories. The food and feeding habits during the early stages of its life-history and the dietary changes that take place on the attainment of the adult conditions were investigated. With a view to assess the comparative food value of edible fishes in Madras studies were made on the fat contents of some common fishes.

Parasitology : The structure and life-history of protozoan parasites received attention in the early years. More recently, detailed studies were started on the parasites of food fishes. Several important papers on the copepod parasites of fishes were published. In addition, the cestodes and tramatodes parasitic on fish also received attention. These studies have a direct bearing on the improvement of fish-resources and in the control of diseases of fishes and the mortality rate among fishes. Other parasites like Acanthocephala infesting rats and cockroaches have also been studied.

Histochemical and physiological studies : In the last few years experimental studies, as on regeneration of ascidians and the respiratory mechanism of amphibia, have been made. Histochemical studies were started with reference to the cuticle of arthropods and much light was thrown on the chemical composition and the mode of hardening of the arachnid cuticle, which has been shown to differ from that of other arthropods so far studied. In keeping with the more recent trends in zoological research in the West, attention has been paid to a study of the physiology of marine animals. The problems studied have been varied such as osmoregulation in polychaetes, excretion in gastropods, respiration of crustacea. The Laboratory is being equipped for physiological work and it is hoped before long a number of schemes of physiological investigation would be pursued resulting in a contribution to our knowledge of the physiology of invertebrates which has been recognized as valuable to our understanding of the many complex problems related to life processes.

Department of Mathematics :

Even before the University instituted a Department of research in Mathematics, it encouraged young men of promise to undertake research studies in Mathematics in the English Universities. The first of them was the late Srinivasa Ramanujam, who was given a special research scholarship for a number of years, while he was pursuing his prolific work on the Theory of Numbers with Professor Hardy at Cambridge. His untimely death after his return to India deprived the University of the chance of making him the first Professor of Mathematics and starting the Department of Mathematics

then. The extraordinary abilities of Srinivasa Ramanujam, F.R.S., helped the revival of an interest in this part of the country in Mathematical studies.

The next student who received a foreign scholarship from the Madras University for higher studies in the subject was Sri R. Vaidyanathaswami. He held it for a little over two years and he also got a scholarship to continue his work after his return to India. Dr. R. Vaidyanathaswami, M.A., Ph.D. (London), D.Sc. (Edin.), was appointed Reader by the Madras University in 1927 to develop the Department of Mathematics as a centre of research. He served the Department for 25 years till his retirement in 1952. From 1952, Dr. V. S. Krishnan, M.A., M.Sc., B.T. (Madras), D.Sc. (Paris), has been in charge of the Department as Reader in Mathematics. The history of the Department's activities during these twenty-five years may be roughly divided into three periods 1927 to 1936, 1937 to 1948 and 1949 to 1952.

During the first period Dr. Vaidyanathaswami concentrated on Geometry, and algebraic methods in geometry. He also guided students working in real and complex analysis. He published a number of papers on topics like ' Multiplicative arithmetic functions ', ' Quadratic reciprocity of polynominals modulop ', ' The rational norm curve ', ' Closed forms and polar forms ', ' Apolar quadro loci ', and ' The Hart system of circles '. The work of the research students was co-ordinated with the work of the Reader.

The second period was one of considerable research activity, and the Reader, Dr. Vaidyanathaswami, introduced to his students, in various lecture courses arranged for their benefit in the Department, many of the new developments in the subject. This University Department was then the first, and for some time the only centre where some of these topics of basic importance were studied. The topics included : modern algebra, symbolic logic, Boolean algebra and its relation to logic, elements of set theory, topology of points sets, study of linear spaces, of spectral theory in Hilbert space, convergence questions in topology, theory of partial order lattice theory, etc. Among the publications of the period are articles by the Reader and students on such topics as : the algebra of quadratic residues, the group operations of a Boolean algebra, quasi-Boolean algebras and many valued logics, ideal theory of the partially ordered set, the lattice of open sets of a topological space, localization theory in set topology. The students published articles on Tauberian theorems, systems of non-linear integral equations, Legendre functions, semi-convergent series, expansions in eigenfunctions, multiplicative functions, structure of the propositional calculus, Bessel summability of series, Rieszian summability, intuitionistic theory of linear order, the last residue class in a distributive lattice, Ramanujam's trigonometric sum, congruences and homorphisms on partially ordered sets, Desarguesian geometrics, the Grassman cubic and the Wallace

line, duality of linear complexes in affine space, etc. In 1947 Dr. Vaidyanathaswami published his 'Treatise on set-topology', in which much valuable material on the subject is brought together, and lattice methods are systematically used.

In the third period, the introduction of a new one-year M.Sc. course in the Department of post-Honours students, made it possible to organize a course of study that would enable bright young students from the Honours classes to bridge the gap from the Honours level to that necessary for taking up research work in the Department. The promotion of Dr. R. Vaidyanathaswami to a Professorship in 1949, the appointment of Dr. M. Venkataraman, M.A., Ph.D., as a research assistant the same year, and his subsequent promotion to a senior lecturership, strengthened the personnel of the Department. The help, willingly given, by Professors from Colleges in and around the City in taking classes for the M.Sc. made it possible to organize the M.Sc. course effectively. The syllabus for the course varied from time to time during the first three years. It included topology, function space probability and quantum mechanics. Later, it comprised modern algebra, topology, group representatives and quantum mechanics and the syllabus for the last three years comprises group and lattice theories, ring and field theories, fundamental of set-topology and representation theory for structures. The running of this course has greatly facilitated the training of students for research and students who did well in the M.Sc., have generally taken up research work in this Department or in other centres of research.

In the last four years from 1952, the work of the Department has been carried on along the lines generally followed by Professor Vaidyanathaswami till he retired in 1952. Besides the teaching of the M.Sc. classes, the newly appointed Reader, Dr. V. S. Krishnan and the Senior Lecturer have been organizing courses of lectures lasting two months or a term each, on various topics of current interest for the benefit of the research students, like set theory, lattice theory modern algebra, set-topology, convergence and uniformity in spaces measure theory, algebraic topology, and a general analysis of structures that combine aspects of the demi-group half lattice and topology. During these last few years the Department has also had the opportunity of getting visiting Professors from the West, who had come to the Tata Institute of Fundamental Research at Bombay. They were invited to give a few lectures at the University. Among such distinguished visitors may be mentioned Professors Deuring and Siegal from Gottingen, Professor Eichler from Germany, and Professor Ambrose from Massachusetts.

Many students have taken their higher degrees on the basis of theses submitted after research in the Department. Five persons have secured the D.Sc., six the Ph.D. and over a dozen the M.Sc. Degrees of the University. Over forty students have passed out with the M.Sc. degree based on

the course conducted at the University, and on the basis of the University examination for the M.Sc. that has been conducted since 1947. Quite a few of these qualified Mathematicians are in academic posts in Universities and other centres of research.

The great traditions of research activity and the increased scope of expanding the facilities in the Department envisaged in the programme of the University for the coming years, augur a bright future for the Department as one of the important centres of mathematical studies in this country. It is particularly appropriate that the ' Note books ' of Srinivasa Ramanujam and the 'Collected papers of R. Vaidyanathaswami' would be appearing in print during this memorable year, the year of the Centenary of the Madras University.

Department of Botany :

The University Department of Botany started its activities in a rented building in 1929 in the Madras Agri-Horticultural Garden, Teynampet with an Honorary Director, the late Dr. T. Ekambaram, M.A., Ph.D. (Cantab), then Professor of Botany at the Presidency College, Madras. It was not till December 1933 that a permanent Director, Professor M. O. Parthasarathi Iyengar, M.A., Ph.D. (London), F.N.I., F.A.Sc., Hon. Mem. I.B.S., F.L.S., was appointed to be in charge of the Department. Serious scientific work, mainly in the field of Algology, was then initiated with a team of young enthusiastic Botanists. In June 1936, the Department shifted to its present building in Chepauk.

The Department was in the charge of Professor Iyengar till April, 1944. A post of Research Assistant was created in November, 1938, to help Professor Iyengar in his researches. On the retirement of Professor M. O. Parthasarathi Iyengar, Professor T. S. Sadasivan, M.Sc., Ph.D., D.Sc. (London), F.N.I., F.A.Sc., F.B.S., was appointed Director in July, 1944. The Department continued to have one Research Assistant till 1945 and when this was converted into a Junior Lecturership, it was held by Sri S. Doraiswami, M.A., M.Sc., F.B.S. In 1951, a Senior Lecturership was created and Dr. C. V. Subramanian, M.A., Ph.D., F.A.Sc., F.B.S., was appointed to it. In 1953, an additional post of Reader was created with the generous grants made by the Ministry of Education. Dr. C. V. Subramanian was appointed Reader and Dr. K. Ramakrishnan, M.A., Ph.D., Senior Lecturer.

Generous capital grants flowing from the Ministry of Education from 1949 hav ade possible the establishment of the Field Research Laboratory at the ri-Horticultural Gardens at Teynampet and the purchase of a

complete spectrographic unit, a spectrophotometer, absorptiometer, Barcroft respiration unit, pH meter etc. A Mycological Herbarium was started during this period and it contains type specimens of various fungi.

The bulk of the investigations during this period covered various aspects of researches on the algae, particularly the ecology of marine, estuarine and fresh-water flora and also the study of the morphology and life-history of these forms. Notably, extensive collections of seaweeds and planktonic forms were made in various parts of Southern India and studied intensively.

Many of these findings were reviewed by Professor Iyengar in an address to the Botany Section of the Indian Science Congress in 1939. A number of theses were edited during this period and research publications embodying the main findings were published in India and abroad. Considerable emphasis was laid on the study of forms belonging to the Chlorophyceae such as species belonging to the Volvacales, Siphonales, Conjugales, and indeed, this culminated in an authoritative chapter on this group in the " Manual of Phycology " edited by Professor G. M. Smith of the Stanford University and published by Chronica Botanica Book Co., U.S.A. Apart from this, notable work has been done also on auxospore formation in diatoms, studies on soil algae, algae of paddy fields, algae of different types of South Indian Waters, Indian Characeae, Cyanophyceae and Rhodophyceae, systematic studies of diatoms, Cytology of algae etc. The work done by Professor Iyengar in the Madras University has been recognized in a fitting manner by the recent announcement of his election as a permanent honorary President of the International Botanical Congress which is a well merited honour for his distinguished and devoted contribution in the field of Algology. Further details of the contributions in this field find a place in the list of publications which is published as supplement to the special Centenary Number of the *Journal of the Madras University*, B, January, 1957.

With the appointment of Professor T. S. Sadasivan as Director, the department changed its line of specialization to Plant Pathology and Mycology, with special reference to soil micro-organisms and soil-borne diseases of plants. The problems tackled fall under the following categories : Systematic Mycology and taxonomy of fungi ; the Physiology of fungi, particularly the growth factor and heavy metal requirements ; Bioassay of heavy metals ; Spectrochemical and chromatographic approach in the study of physiology of hostparasite relationships in fungal wilts of plants ; Micro-respiration and soil perfusion methods in the study of the dynamics of soil micro-organisms; the detection of antibiotics produced by pathogens *in vitro* and *in vivo* ; studies on metallic chelation of antibiotics *in vivo* ; and on root exudates and rhizosphere floras.

A number of theses for the Ph.D. and M.Sc. degrees of this University and a series of publications in India and abroad summarize the work of this

period (see the Supplement to the Journal for list of publications). The research output of the Department increased considerably, thanks to the impetus given by the Government of India Ministry of Education by instituting five Senior and three Junior fellowships in 1950 and a total of five fellowships awarded to post-doctoral workers in the Department from time to time by the National Institute of Sciences of India (Junior, Senior and the I.C.I.).

A special one year M.Sc. course in Plant Pathology was instituted in 1952. This is a post-B.Sc. Honours course largely imparting instruction in diseases due to fungi, viruses, bacteria and fungicides and their action. This is designed to be a feeder course for research in Plant Pathology.

Department of Statistics :

Though the establishment of a Department of Statistics was contemplated by the University of Madras even in 1930 it did not materialize until several years later. In 1930, however, the University appointed a Lecturer in Statistics to help the Department of Indian Economics in teaching Statistical Methods for the course of Diploma in Economics.

Sri N. K. Adyanthayya, B.Sc. (London) was appointed the first Lecturer in Statistics on 1st July 1930. Besides lecturing to the Diploma course in Economics he also provided the necessary statistical help for researches in Economics. He studied applied problems, and based on the analysis of agricultural statistics, published two papers, besides one on Mathematical Statistics. He relinquished the post on 1st July 1933 consequent on his appointment as Statistical Officer in the Board of Revenue, Government of Madras.

Sri N. Sundararama Sastri, M.A., M.Sc., who worked under the supervision of Sri Adyanthayya, was appointed Lecturer in Statistics in August 1934. Although the duties of the Lecturer remained unaltered, there was increased activity in the study of current problems in Indian Economics that required analysis and interpretation of observational data. During the first four years of his service, Sri Sastri worked in close collaboration with the Professor of Indian Economics and provided the necessary statistical assistance for his research work. Some of the aspects of study undertaken by him related to Agricultural Economics and these investigations led to the publication of two booklets ' Indian Agricultural Statistics ' and ' Commodity Prices in South India, 1818-1937 ' with Dr. P. J. Thomas, the Professor of Economics and himself as joint editors. From the field of agriculture, Sri Sastri's work slowly changed over to the field of trade and industry and he published papers on industrial productivity and some aspects of the trade of India. He also supervised the work of one research scholar, who later

took his research degree. Sri Sastri's work during the first four years of his service was generally on applied problems in Indian Economics that required analysis and interpretation of statistical data.

Sri Sastri was granted study leave for a period of two years and he proceeded for higher studies to the United Kingdom in September 1938. During his absence Sri Adyanthayya was appointed part-time Lecturer for the conduct of the Statistics classes for the Diploma course in Economics. Although Sri Sastri joined the London School of Economics to prepare for the Ph.D. degree in 1938, on account of the outbreak of war he had to discontinue his studies. Cancelling the unexpired portion of the leave granted to him, he re-joined duty as Lecturer in Statistics on 10th September 1939.

The creation of a separate Department of Statistics was considered in 1940. Though it did not take shape then, the University authorities decided to institute a Diploma course in Statistics ; this was designed to be a two-year part-time course open to the graduates of any subject. About the same time, on the recommendation of the Board of Studies in Mathematics and of the Academic Council, it was decided in 1941 to permit the opening of Pass and Honours courses in Statistics in the colleges. Then Statistics was also included as an optional subject for the Honours Degree course in Economics. The actual opening of the Honours course took place only in 1949.

It was decided to conduct a Diploma course in Statistics without any additions to the staff by allotting two hours of work to the Mathematics Department and by having combined classes for teaching Principles of Economics with the Diploma course in Economics. Accordingly a batch of 26 students was first admitted to the course in July 1941. Ever since its inception, this course has been popular and during the current year, 43 students have been admitted in the Junior class.

With the opening of the Diploma course in Statistics it was decided by the University to open the new Department of Statistics with the Lecturer as its head. Although the Department was separated, Sri Sastri, the Lecturer, as well as the research scholar working with him, continued to give all statistical assistance required by the Department of Economics. Besides, Sri Sastri delivered Intercollegiate lectures for Honours students, who had taken Statistics as a special subject. He supervised the work of four research students who had the basic qualification in Mathematics and worked on problems in theoretical and applied Statistics. During this period, though emphasis continued to be on applied problems, there was a change. Problems pertaining to other branches like Education and Biology also claimed the attention of the Department. The theoretical work undertaken was associated with the study of sampling distributions. Several papers were

published on all these aspects. Four students who worked in the Department were awarded research Degrees.

Consequent on being appointed as Statistician, Labour Department of the Government of India, Dr. Sastri was granted leave in the first instance and then he left the University in November 1943. From November 1943 till March 1944 Sri Adhyanthayya was appointed part-time Lecturer and in July 1944 Sri D. V. Rajalakshman, M.A., M.Sc., was appointed temporary Lecturer and with effect from 2nd July 1946 he was made the permanent Lecturer and Head of the Department. Besides lecturing to the classes and supervising the researches of the students he studied applied problems in the fields of agriculture, trade and demography. He was awarded the 'Gokhale Prize' in Economics by the University for a thesis on 'War-time food-supply and consumption in the Madras Presidency'. Some investigations involving empirical studies in sampling distributions were also conducted by him and the results were published as papers.

The nature of the work undertaken in Statistics was mainly influenced by its association with the Department of Economics during the early period. But from 1946 onwards the work of the Department consisted of three categories, namely, (1) teaching, (2) conducting and guiding research in Statistics, and (3) assisting in the designing of experiments and planning investigations as well as in the analysis and interpretation of collected data. The gradual recognition of the need for quantitative approach in various branches of scientific study increased the work of the Lecturer under the third category. Even under the first category, the work tended to increase with the commencement of Inter-collegiate lectures for Honours and Post-Graduate courses, besides the usual teaching for the Diploma courses in Statistics and Economics. He gave lectures on Statistical methods applied to Industry for two years, 1948-50, for the B.Sc. (Tech.) students. Three research students worked in the Department on different problems on theoretical and applied Statistics. The Lecturer contributed papers on applied subjects and also conducted further work on sampling distribution and time-series. In December 1949 the Lecturer acted as the Local Secretary for organizing the Indian Mathematical Conference held at Madras.

In 1950, under the scheme of the encouragement of research, the Government of India awarded four scholarships in Statistics. Grants were also made for the purchase of three calculators. Sri Rajalakshman was deputed for higher studies for a period of two years at U.K. from 1st September 1950. During his absence the Professor of Economics was in charge of the Department. For the conduct of the Diploma Classes and for general supervision of research workers two part-time lecturers, namely Dr. P. B. Patnaik and Sri T. S. Sankaranarayana Pillai, were appointed. They commenced work on 3rd October 1950. Sri D. V. Rajalakshman qualified himself for the

Ph.D. degree from the Manchester University and visited a number of Universities in different countries in Europe. On his return he joined duty as Head of the Department on 14th September 1952. During December 1952, Dr. Rajalakshman, M.A., M.Sc., Ph.D., was closely associated with organizing the Statistical Quality Control course sponsored under the U.N.T.A.A. scheme and was also trained in the subject. At the same time the need for starting the Honours course in Statistics was recognized by the Government, and the B.Sc. (Hons.) course in Statistics was introduced in the Presidency College from July 1949. Following this, a separate Board of Studies in Statistics was constituted in 1952.

On 1st January 1953, Dr. Rajalakshman was promoted as Reader under the scheme of rotating Readerships. There were four research scholars working in the Department. Consequent on the recurring grant of Rs. 4,200 given by the University Grants Commission for creating the additional post of a Reader in Statistics, in March 1953, it was decided to have two members on the staff, one a Reader and the other a Lecturer. Along with this, additional equipment was purchased with the grant of Rs. 4,500 allotted for that purpose. Grants were also made available to strengthen the Statistics section of the library. Sri G. S. Lingappaiah, M.Sc., who was selected for the post of Lecturer, joined duty on 11th July 1953. The main work of Sri Lingappaiah consisted in lecturing to the students of the Diploma course in Statistics. Sri Lingappaiah has been granted study leave for a period of two years from 16th August 1956, to help him prosecute higher studies in the U.S.A.

Besides the four Government of India Scholarships, the University allotted one studentship, thus increasing the number of research workers in the Department. In this period nine research scholars worked in the Department. Recently, in December 1955, under the exchange scheme, a French scholar joined the Department to work on ' Demography '. The main aspects of research work can be given under three categories. The first, which involves work in theoretical and applied aspects, has been on the study of stochastic process. In this, problems associated with the specification and inference of suitable models have been taken up. Empirical analysis with real or artificial data forms a part of these studies. The second main topic has been the study of distribution of some test criteria. This covers the field of testing statistical hypotheses. Under the third topic a large variety of applied work is being attempted. This has been in the form of collection and analysis of data from different fields. Several papers have been published on all these aspects.

In 1955 the Reader gave a course of lectures on Statistical Methods for scientific research for the benefit of research scholars. Details about the

publications and the titles of theses accepted for research degrees are given in the University Journal, Section B.

Department of Geography :

With the institution of a Diploma course, the Department of Geography was started in the University in July 1932, when Mr. George Kuriyan, B.A., B.Sc., Ph.D., was appointed Senior Lecturer with Messrs. N. Subramaniam, M.A., L.T., (Lecturer in Geography, Teachers' College, Saidapet) and B. M. Thirunaranan, B.A. (Hons.) (London)., to co-operate with him as part-time Assistant Lecturers. In July 1935, Mr. Thirunaranan was appointed full-time Assistant Lecturer and the original part-time arrangement was abolished.

Till July 1938, the main activity of the Department continued to be teaching, and preparing students for the Diploma examination in Geography ; but in 1938, the Senate revised the then existing arrangements and as in other branches of study, a Department of Research and Teaching in Geography was constituted. Sri George Kuriyan, the Lecturer in-charge of the Diploma course in Geography, was formally appointed Senior Lecturer and Head of the Department, and Sri B. M. Thirunaranan, Assistant Lecturer, was appointed Junior Lecturer.

In 1949, on his appointment in the Madras Educational Service, Sri B. M. Thirunaranan resigned and the vacancy was filled up by the appointment of Sri V. Kalyanasundaram, M.A., L.T., Dip. in Geography. Dr. George Kuriyan was promoted as Reader in Geography with effect from 1st April 1948 and he was promoted as Professor of Geography on 24th October 1949. In 1950, on his appointment as Deputy Director of the Bureau of Mines Sri V. Kalyanasundaram resigned and Dr. V. L. S. Prakasa Rao, M.A., D.Phil., was appointed Senior Lecturer in 1951.

In July 1948, the University started the B.A. and B.Sc. Honours courses in Geography on a co-operative basis with Queen Mary's College, Vivekananda College and the University Department of Geography as the three participating units. The entire work of coaching these Honours students in the subject is done in the University department by Dr. George Kuriyan, assisted by the Senior Lecturer and the teachers of the co-operating colleges, while the coaching in Preliminary English and the Subsidiary subjects is done in the participating colleges. In July 1949, Presidency college also joined the scheme as the fourth participating unit. Till March 1949, the Diploma course was also conducted, but since then it has been suspended, owing to the exceptionally heavy teaching work that is being undertaken by the Department.

In July 1950, Vivekananda College was allowed to withdraw from the Inter-collegiate co-operative scheme, as there was no suitable Professor with the requisite qualifications on the staff of the college. The Honours teaching is now being done jointly by Queen Mary's College, Presidency College and the University Department of Geography as the three participating units.

There are about fifty Honours students in the Department. On an average, every year, 16 under-graduate students for Honours classes and four Post-Graduate students are admitted. So far, 56 candidates have obtained their Honours Degrees and 12 candidates their M.A. Degrees. Sri K. Ramamurthi, M.A., worked in the Department as a Research Student and was awarded the M.Litt. Degree for his thesis on " Some Aspects of the Regional Geography of Tamil Nad ". Kumari V. A. Janaki worked in the Department as a Research Student from 1946-48 on the " Agricultural Geography of South India." In 1948, she resigned her studentship and proceeded to Oxford, where she obtained the B.Litt. Degree for a thesis on a similar subject.

Each Final Honours and Post-Graduate student submits a dissertation on a selected topic and a report on the socio-geographic survey of a selected village. So far, about 100 villages have been surveyed by the students.

As a part of the Departmental programme of research work, both the Professor and the Senior Lecturer are conducting research on the Economic and Regional Geography of India, and several papers have already been published. Intensive field work is also being carried out in typical localities. Besides, the Department conducts a major excursion every year taking a batch of Honours students for a regional geographical study.

Dr. George Kuriyan was the President of the Geography and Geodesy Section of the Indian Science Congress in 1942. He was the Secretary of the Indian Geographical Society and Editor of the Indian Geographical Journal from 1942 to 1948 and has been President of the Society since 1954. He has been one of the seven Vice-Presidents of the International Geographical Union, representing the countries of Asia and Africa for two successive four-year terms from 1948 to 1956. He has been a member of the International Social Sciences Council, UNESCO, from 1952 onwards. Under the Fulbright Smith-Mundt programmes, he was a Visiting Professor at the University of Pennsylvania, Philadelphia (U.S.A.), during the year 1952-53. He was also a Visiting Lecturer to the Universities of Oxford, London, Nottingham and Zurich in 1954. He worked as a Research Consultant for the American Geographical Society from June to October 1954.

Dr. V. L. S. Prakasa Rao is the Honorary Secretary of the Indian Geographical Society and Editor of the Indian Geographical Journal, since

1952. He is also the Editor, Telugu Encyclopaedia—Geography Section, since 1952.

Department of Biochemistry :

The Department of Biochemistry, University of Madras, was started at Chepauk in 1933, with Dr. M. Damodaran, D.Sc. (London), F.R.I.C., as Reader (Director). The laboratory fittings were completed by 1934 and the department was fully equipped for research work by 1935. In 1936 Dr. Damodaran was promoted as Professor and he continued to be the head of the department until March 1948, when he left for Poona to take up an appointment as Assistant Director, Biochemistry Division of the National Chemical Laboratory of India. Dr. B. B. Dey, D.Sc., (London), F.R.I.C., F.N.I., was in charge of the department from March 1948 to July 1949 as Honorary Director and since then, Dr. P. S. Sarma, M.Sc. Ph.D. (Wisconsin), F.R.I.C., F.A.Sc. has been head of the department, first as Reader from 1949 to 1953 and then as Professor of Biochemistry. In May 1952, the department was shifted from Chepauk to the Alagappa Chettiar College of Technology buildings so that it could be near the new Science departments of the University located in this campus. In July 1953, Dr. E. R. B. Shanmugasundaram, M.A., Ph.D., was appointed as Senior Lecturer in Biochemistry from out of the funds made available by the Government of India under the first five-year plan. In addition to the permanent posts of Professor and Senior Lecturer, there is also a temporary post of a Research Assistant in the department and Mr. R. Sivaramakrishnan, M.A., M.Sc., has been holding this post since August 1954.

Dr. Damodaran was specially interested in research work on proteins and may be credited with several noteworthy achievements in the fields of chemistry and metabolism of proteins and of enzymes. He also worked on other problems, such as the manufacture of sorbose, carbo-hydrate metabolism in micro-organisms with special reference to oxalic acid and citric acid fermentation and the relation of dietary protein to blood regeneration.

During the last seven years, research work has been carried out mainly in the field of water-soluble vitamins and inter-relationship among vitamins and amino acids. Further, biochemical investigations employing radio-active isotopes of carbon, iodine, phosphorus, and zinc have been carried out and several significant results obtained. Among the notable achievements during this period may be mentioned the finding that reconstituted milk is inferior in nutritive value to cow's milk and toned milk, the presence of goitregenic agents in the outer skin of groundnut, cashewnut and almond, purification of phosphoprotein phosphates and study of structure of phosphoproteins and the investigation of various factors which influence the biosynthesis of vitamin C and nicotinic acid. Recently,

Paludrine, the anti-malarial drug has been found to preserve Neera (sweet toddy) and to prevent its fermentation into an alcoholic beverage. One hundred and forty research papers of this department have been published since 1933 in various Indian and foreign scientific journals and many of the findings recorded therein have found a permanent place in standard books in Biochemistry published in recent years. The following are the number of students who have been trained in methods of biochemical research and the number of research degrees awarded :—During the period 1933-45, forty-one post-graduate students were trained in biochemical research, of whom twelve obtained the M.Sc. degree and one the D.Sc. degree. During 1945-50, twenty were trained of whom nine got the M.Sc. degree and two the Ph.D. degree. Between 1950 and 1956, twenty-six were trained of whom 10 got M.Sc. by research and eight the Ph.D. degree. Since 1953, the M.Sc. degree by examination in Biochemistry was started in the department and till now seven have procured this degree.

Since 1950 the Government of India in the Ministry of Education has instituted in this department three Senior and three Junior Research Scholarships and the Government of Madras has sanctioned two research scholarships, on behalf of the Industries department. Further, the Indian Council of Medical Research, Council of Scientific and Industrial Research, Madras State Research Committee and the Department of Atomic Energy of the Government of India have sanctioned grants to this department for investigation of research schemes of biochemical importance. The Government of India as well as the University Grants Commission have given generous grants to this Department in order to set up an isotope research unit for biochemical investigation with radioactive isotopes and to obtain several valuable items of scientific equipment. It may be said in conclusion that this department at present is one of the very few well-equipped research laboratories in the country for imparting post-graduate training in biochemical study and research.

Department of Organic Chemistry :

The Department of Organic Chemistry was opened on the 16th November 1950 and Dr. K. N. Menon, M.Sc., Ph.D., took charge as Professor. For a short period, till August 1951, the department was functioning in the Bio-chemistry buildings at Chepauk and then it moved into a portion of the Department of Chemical Technology at Guindy. In December 1953, it moved into its own laboratory in the buildings of the campus at Guindy. On the 1st August 1954 Dr. S. Swaminathan, B.Sc. (Hons.), Ph.D., joined as Reader in Organic Chemistry, and Mr. V. Nagarajan, B.Sc. (Hons.), joined as Research Assistant on the 6th September 1954.

There are fourteen research workers in the department including one National Research Fellow, four Government of India scholars, one University Research Fellow, two University Stipendiary scholars and two Government of Madras scholars. The department is engaged in the isolation and structure determination of the active principles of vegetable drugs, on the synthesis of heterocyclic and condensed ring systems, and on certain aspects of stereochemistry. On the teaching side the department is responsible for training students for the M.Sc. degree by examination (Organic Chemistry). The department has been equipped to a very large extent from grants received from the Government of India and the University Grants Commission.

Two scholars have been awarded the M.Sc. Degree on the basis of theses submitted by them.

Department of Physics :

The department of Physics was started from the academic year 1952-53 and has been located in the Alagappa Chettiar College buildings. The establishment of the department was made possible by a capital grant of Rs. 2 lakhs by the State Government and about Rs. 2 lakhs from the Central Government. The recurring expense of Rs. 54,000 annually is now being met by the State Government.

The staff from the very beginning has consisted of a Professor, a Reader and a Research Assistant. Dr. G. N. Ramachandran, M.A., D.Sc., Ph.D., is Professor and Head of the Dept., and Dr. Alladi Ramakrishnan, B.Sc. (Hons.)., Ph.D., is Reader. Sri K. S. Chandrasekaran, M.Sc., was Research Assistant for sometime and his place was taken subsequently by Sri S. Raman, M.Sc.

The department is engaged in research both in experimental and theoretical Physics and conducts in addition a one year Post-graduate course leading upto the Master's Degree in two branches, and experimental course on X-rays and Crystallography, and a Theoretical course on Statistical Mechanics. The number of students engaged in post-graduate research in the different categories of the department has varied slightly from year to year. For the M.Sc. Degree normally there has been one student each year though during 1953-54 there were three and during 1954-55 there were four students. The number of those who registered for the Ph.D. has been higher than for the M.Sc. In each of the first two years there were two students ; since 1954-55, however, the number has steadily increased. With five students in 1954-55 the number rose to nine during 1955-56 and to eleven in the current year. It is notable that those who had taken the Doctorate degree continued their advanced research in the Department ;

in each of the two years, i.e., 1953-54 and 1954-55 one post-doctoral candidate was doing advanced research.

Most of the research students have been receiving some aid or other in the nature of a stipend, given by either the University, the Government of India, the Council of Scientific and Industrial Research or the National Institute of Sciences.

The department has been equipped for X-rays and optical work and in particular for the determination of chemical and biological structures by physical methods. This is being slowly extended to include other physical and physio-chemical methods, so that the department may be able to undertake researches in all branches of bio-physics in due course. The X-ray apparatus now available include four X-ray tubes and almost all types of cameras commonly in use. The optics laboratory contains a polarizing microscope, quartz and glass spectrographs and equipment for the study of Raman effect.

The principal lines of research undertaken by the department are the following :

a. Biophysics : A concerted programme of research has been initiated on the structure of proteins. The collagen group which forms a main subdivision of the so-called fibruous proteins has been taken up in particular. This protein is widely distributed, being the main component of skin and hide and of connective tissue, besides being the organic basis of the skeletal system. Its structure was worked out during the years 1953-55 and this has now been generally accepted.

The work is being extended to other proteins, such as elastin and keratin. A series of studies have also been made on bone, and in particular a material very similar to natural bone has been obtained from collagen by keeping it in calcium phosphate suspensions.

Associated with the study on proteins, orthodox crystallographic studies are being made on aminoacids, which are the constituent units of the protein molecule.

b. Crystal Physics : A new technique for the study of perfection of crystals, using polarized X-rays has been evolved. An accurate X-ray method of determining the complete thermal expansion ellipsoil of a crystal has been worked out and applied to crystals of various symmetries. A number of theoretical and technical problems connected with crystal structure analysis are also being studied.

c. Theoretical Physics : New mathematical methods suitable for solving physical problems of a stochastic nature have been evolved. These

have a very wide range of applications, such as statistical mechanics, theory of fluids, cosmic rays, Brownian motion and astrophysics. A number of papers dealing with the physical approach and the application to physics and astrophysics have been published.

Two students of the department have received Post-Doctoral Fellowships from the National Research Council of Canada, and one has also received a Nuffield Foundation award for work at Cambridge.

Among academic activities undertaken by the department other than teaching and research, it may be mentioned that the well-known scientific journal ' Current Science ', is being edited by the Department, and its editorial office is located here.

Besides, both the Professor and the Reader are contributing to the *Handbuch der Physik*, an authoritative Encyclopedia of Physics, being published from Germany and containing articles from contributors all over the world. The Reader is also engaged in writing a book on Cosmic Rays.

Department of Geology and Geophysics :

The department was started on 9th May 1952 and Dr. P. R. Jagapathy Naidu, M.Sc., Ph.D., was appointed Reader and Head of the department. During the first two years the department was being equipped with the necessary water and electrical connections, and orders were placed for the apparatus necessary to conduct research in advanced Mineralogy and Petrology. The apparatus was arriving in batches, when the first Research Assistant Sri S. Ramanathan, M.A., was appointed in September 1953. At the same time three research students were registered for the Ph.D. degree. In August 1954 two more students were admitted for research and they registered for the M.Sc. degree. Also four students were admitted for the M.Sc. degree by examination. The department has since kept a constant roll of about 10 students for research. Till August 1956 two students have taken the M.Sc. degree by Research and six the M.Sc. degree by examination. Three students have submitted their theses for the Ph.D. degree.

Thirty-two research papers have been published from this department during the last two years. These deal mainly with the rock formation of the Madras State—mostly granites and charnockites with their associated rock types. Chemical and optical investigation of the minerals are the chief lines of approach. Work of this character has thrown considerable light on the origin of these rocks and minerals. Sri N. Leelananda Rao has in particular established the relationship of the ' Charnockite Series ' with the khondalites. Sri S. Ramanathan has found the occurrence of a Potassic suite of rocks in Salem not recorded so far in India. Sri S. K. Babu has

investigated the chemical characters and technics of the Chamundi granite in Mysore. Sri M. N. Balasubramanyan and Sri C. E. Nehru have brought out in clear terms the relationship of the calc-granulites and the anorthiterich rocks of Sittampundi and Sankaridurg to the neighbouring granites. These papers have been well appreciated by research workers both in India and abroad.

Department of Physical Chemistry :

The Department of Physical Chemistry in the University was opened on 1st August 1952 as a sister department to the already existing departments of Biochemistry and Organic Chemistry. As a temporary measure the department was housed for one year in one of the laboratories of the Alagappa Chettiar College of Technology, Guindy. By about August 1953 a new laboratory to suit the needs of graduate training and research in Physical Chemistry was equipped within the Alagappa Chettiar College of Technology, Guindy. This department forms one of the youngest of the five departments engaged in post-graduate teaching and research in the Physical sciences situated in the campus of the Alagappa Chettiar College of Technology, Guindy.

The department started functioning with Dr. M. Santhappa, B.A., Ph.D. (Manchester), Ph.D. (London), as Reader and Head of the department and investigations were commenced with whatever facilities could be obtained from the other departments in the campus. A block grant of Rs. 12,000 was sanctioned by the University for equipping the Laboratory with the minimum apparatus and chemicals needed to make a start. Annual grants of Rs. 3,000, Rs. 5,000 and Rs. 5,000 were sanctioned to the department for the years 1954-55 and 1956. A sum of Rs. 25,000 was also apportioned from out of the grant given to the Chemistry department by the University Grants Commission at the end of the first Five-Year Plan. The Department was also sanctioned Rs. 5,000 for the purchase of absorptiometer cum Fluorimeter by the Government of India for the Reader's fundamental researches. With these resources it was possible to equip the department with the necessary apparatus for post-graduate research in Physical Chemistry. Facilities for researches by Potentiometry, Conductometry, Colorimetry, Fluorimetry, Viscometry etc. are now available.

A detailed account of the research activities of the department for the years 1953 to 1956 is given in the special Centenary issue of the Journal of Madras University, Section B. The broad fields under investigations, however, may be mentioned here. By far the most extensively investigated field pertains to High Polymer Chemistry or Chemistry connected with what are well known in industry as Plastics, Rubbers, Resins etc. Reaction kinetics in solution, photochemical polymerizations, determinations of

high molecular weights by viscometry and osmometry, free radicals in oxidation an addition polymerization etc. are fields in which investigations have been carried out.

Sri V. S. Vaidyanathan joined the department as a Research student in August 1953 with a view to proceed to the M.Sc. degree by Research. Three more students Sri R. V. Subramanyan, Sri C. Chaitanya Menon and Sri V. Mahadevan joined the department in August 1954. In August 1955 Messrs. N. Rajagopalan and M. R. Gopalan were admitted and in August 1956 Sri N. T. Srinivasan and Sri K. Venkatakrishnan joined the department.

There are three students doing research in the department at present. Two students presented theses for the Degree of Master of Science in January 1956. In August 1956 two more students have presented their theses for the Master's Degree while one student has presented his theses for the Degree of Doctor of Philosophy. There have been about fifteen publications in various periodicals announcing the results of the various types of investigations in the department. There are only two University Stipendiary Research Students, one Junior stipendiary at Rs. 80 per mensem and the second a Senior stipendiary at Rs. 100 per mensem. The other students are working as non-stipendiaries. The course of M.Sc. by examination in Physical Chemistry which is a one year Post-Honours course is being run jointly by the University Reader in Physical Chemistry and the Professor of Chemistry, Loyola College. The students carry out most of their practical work at Loyola College and receive instructions on certain specialized topics in the University Physical Chemistry Department.

Alagappa Chettiar College of Technology :

Alagappa Chettiar College of Technology, located at Guindy, about six miles away from the main University buildings bids fair to become a flourishing campus with all the Departments of Applied Sciences under its canopy. The origin of this great institution is a fascinating study in itself.

The question of the institution of Technological courses had been under the consideration of the Madras University ever since 1933, in which year, the Inter-University Board recommended the Universities to consider the starting of different technological courses in accordance with the facilities available with them. The Syndicate of the University of Madras appointed a Committee of Experts, who after due deliberation recommended the organization of technological education in a few selected branches of specific interest and applicability to the Southern Region. The starting of Technological courses was, however, delayed since the Syndicate could not without proper and adequate financial provision launch on the scheme. In November, 1942 ,a proposal came from the South India Mill Owners' Association,

offering a generous donation of three lakhs of rupees and payment of an annual recurring grant of Rs. 25,000 provided a College of Technology was started at Coimbatore. The Syndicate of the Madras University availed themselves of this opportunity to reconsider the question again. The Expert Committee, which was then appointed by the Syndicate to consider the whole matter, reported in favour of the location of the college at Madras in close proximity to the Government Engineering College, Guindy, on grounds of both economy and efficiency. The Government was approached to make a non-recurring grant of seven lakhs of rupees and an annual recurring grant of Rs. 85,000 for the institution of the College and for starting the B.Sc. (Technology) course. It was also decided that the University would make its due contribution towards the recurring and non-recurring expenditure.

At this moment the University was fortunate enough in securing the magnanimous help of Dr. Rm. Alagappa Chettiar and the way in which he rendered it was almost an event by itself. The Vice-Chancellor, who was in Trichur in 1943 in connection with the inspection of the West Coast colleges, met this benevolent philanthropist and was presented with three bundles of notes valued at rupees three lakhs, each bundle crowned in a graceful and ceremonial manner with a gold sovereign. The Vice-Chancellor had quite an anxious time until he deposited the amount in a bank at Ernakulam. Later, Dr. Rm. Alagappa Chettiar made up the amount to rupees five lakhs by giving a further donation of rupees two lakhs. As a token of appreciation of the great generosity of Dr. Rm. Alagappa Chettiar, the University resolved to name the college as Alagappa Chettiar College of Technology.

In April, 1944, the Madras Government announced that they would be prepared to grant the amount asked for and to allow all facilities in the College of Engineering, Guindy. The details of the courses of instruction for the different branches of study in the Faculty of Technology were framed with the assistance of a Special Committee consisting of experts in the subject from all over India.

The year 1944 witnessed the formal opening of the College. To give the College a magnificent start, the University from its own funds transferred rupees eleven lakhs for the development of the College. The regulations for the institution of B.Sc. Technological courses were adopted in 1944, and the Chemical Engineering Courses were also started in the same year. In 1945, courses in Leather and Textile Technology were started with the help of Government Leather and Textile Institute at Washermanpet. The Expert Committee, appointed to formulate the necessary regulations for the institution of the B.Sc. Technological courses, visualized the progressive development in the scope of studies of the college and proposed to the University

to develop in due course the Technological Courses of Study in Textile Chemistry, Pharmaceuticals and Fine Chemicals, Ceramic Technology, Oil Technology etc.

The Hostel Blocks for the Technology Students were completed in 1947 at a cost of nearly two lakhs of rupees so that students who came to the College from all over India could be looked after well during their study in the College.

Till 1950 the College was functioning partly in the quarters lent by the Government Engineering College, Guindy, and partly in one of the Hostel blocks of the College constructed in 1947. In January, 1950, the new buildings were declared open before a distinguished gathering by Hon'ble Rajkumari Amrit Kaur, Minister of Health, Government of India. These buildings stand on extensive site of about 45 acres in extent alienated to the University of Madras, free of cost by the Government of Madras in 1944. The main building is 381 feet in length, 257 feet in breadth and 60 feet in height at the Central Feature and has adequate space to house the various laboratories of the College. There is ample room for expansion and admission of more students because of the unique design of the building. Since 1950 the Leather Technology and Textile Technology courses that were partly conducted by the Government Institute at Washermanpet began to function in the new separate buildings. The Leather Technology course of the college is now partly conducted by the Central Leather Research Institute which is situated on the east side of the main buildings. In addition to the grant paid by the Government of Madras, the Central Government also made available a non-recurring grant of rupees four lakhs and six thousand for buildings and equipment, and an annual recurring grant of Rs. 40,000 for Chemical Technology and Rs. 32,000 for Textile Technology for the expansion of instruction facilities.

In 1951, the Syndicate of the Madras University took the far-reaching decision that the Alagappa Chettiar College of Technology should be made into a centre of research and a training ground for higher attainments in all applied and physical sciences. Accordingly, the new departments such as those of Organic Chemistry, Physical Chemistry, Physics and Geology are now located in the University Campus at Guindy. The Bio-Chemistry department which was functioning in Chepauk was also shifted to the new campus in the same year. The location of pure and applied sciences in the same campus widened the scope and opportunities of mutual consultation and exchange of thought and has given an impetus to the spirit of research. The University feels that there is ample opportunity for the technologist to imbibe the skill of observation of the pure scientist

and for the latter to imbibe the broadened utilitarian outlook of the technologist in research.

Right from the first year of its inception, the College has been fortunate enough to have the services of highly qualified staff. The University had secured the services of Dr. Nanjee, a noted Technologist for the Professorship and Dr. M. A. Govinda Rau, a competent Chemical Engineer for the Readership. After the departure of Dr. Nanjee in 1945, the College was put in charge of Dr. M. A. Govinda Rau as Director. Since then the College expanded both in respect of staff, students, courses and equipment. After the sudden demise of Dr. M. A. Govinda Rau, in November, 1954, the College has been placed under the charge of Dr. G. S. Laddha, B.Sc., B.Sc. (Tech.), M.S.Ch.E. (Purdue), Ph.D. (Purdue), under whose care the College is making a great progress in establishing a close liaison between the College and industrial concerns. Now, great attention is being given to the research activity and institution of new laboratories in the College.

The College at present admits only graduates who have taken a degree in Chemistry or Physics as the basic requirement for admission to the B.Sc. Tech. degree courses. The courses in the different technologies cover a period of two and a half years roughly including the composite period of practical training in recognised factories.

All functions of the College are concerted towards the achievement of the following aims :—

1. To build up a centre of research for higher technological education and training.
2. To initiate research on problems connected with industrial needs of the region.
3. To build up a liaison relationship with the existing Chemical Industry in the region and provide all help in its development.

The University has taken great pains to select the proper staff to give the necessary training in Technology to the students and to initiate research of academic and utilitarian value to the cause of technological education. The college maintains contact with industry and students are taught the factory discipline. The factories cooperate with us by taking our graduate technologists for apprenticeship training with them for a compulsory period of three months or more.

The College is proud to possess well-equipped laboratories, thanks to the generous grant of the State and Central Governments and the University of Madras. The Unit Operations Laboratory contains a wide variety of equipment for the study of the various unit operations and unit processes of Chemical Engineering. The Still Room of the College houses double

effect evaporators, distillation columns, high pressure reaction vessels, packed column extractors and several other items. The Ore-Dressing Laboratory of the college has a collection of jew crushers, crushing machinery flotation cells, magnetic separators, metallographic equipment etc. The Industrial Chemistry Laboratory is well furnished with most modern analytical instruments like spectrophotometer, polarograph, etc. It is the desire of the University to furnish these laboratories with all the up-to-date modern machinery and equipment. The Textile Technology Section is equipped with a variety of Spinning, Weaving and Processing machineries. This laboratory is unique in the sense that effort has been made to arrange all the machinery in a flow sequence necessary in a Textile Mill from the spinning of the yarn to the weaving of the fabric, the finishing and processing of the fabric etc.

The presence of highly qualified technical staff in the College has been a strong and steady incentive towards research. A school of research has been established in the fields of Liquid Extraction, Mass Transfer, Heat Transfer and Distillation. A number of research projects have also been undertaken by the staff in the College in the fields of Lignite, Analytical Techniques and Synthesis of important commercial chemicals. For fostering research the University has instituted Research Fellowships and the Central Government also awards a number of Research Scholarships in Technology.

The fields in which research is being conducted include 'Design of Heat Transfer Equipment', 'Utilisation of Lignite', 'Vapour liquid equilibrium studies', 'Design of Extraction Columns', 'Studies in the determination of selective solvents for use in the refining of vegetable oils', 'Production of Methyl ricinoleate' and 'Development of Electro-Analytical methods'.

The University is contemplating to introduce a post-S.S.L.C. four-year course with one year of Pre-professional course for the award of the Degree in Technology in Chemical Engineering, Textile Technology and Leather Technology, instead of the present two-year post-graduate B.Sc. Technological course. The University is also aiming at the establishment of newer laboratories in Mechanical Engineering, Electrical Engineering and a well equipped, modern Workshop. Besides, it is also planned to have separate laboratories for Organic Chemistry, Inorganic Chemistry and Physics for the proposed four-year course scheme.

The College has envisaged the opening of new research sections for specific branches of Chemical Technology. At the first stage the following sections have been proposed with particular reference to the industries in Madras State: Ceramic Technology, Fermentation Technology, Rubber Technology, Sugar Technology and Pharmaceutical Technology.

It is also proposed to organize a Diploma course in Analytical Chemistry for graduate students so that this will meet the demand of the South Indian Chemical Industries for properly trained Analytical Chemists.

Indeed with the fillip given by the University Grants Commission and the State Government, the College is making rapid strides towards the training of technologists required by the rising modern Chemical Industry in India as a whole and towards contributing to the technological research for the industrial development of the Southern Region.

Department of Indian Music :

The Department of Indian Music was started in the year 1932 with the object of imparting instruction in a course leading to a Diploma in Indian Music. This course was of one year's duration. Three teachers were appointed : Tiger Varadachariar for Vocal Music, Parur Sundaram Aiyar for Violin, and M. Udaya Varma Raja for Veena. Two special lecturers were appointed to lecture on the portions relating to the Theory and History of Indian Music.

The need for a more intensive course was gradually felt. A special committee was constituted to prepare a scheme and syllabus for a two-year Diploma course in Indian Music. The recommendations of this committee were approved and the two-year Diploma course was started in August 1937. Simultaneously the department of Indian Music was re-organized into a Teaching and Research department with Sri P. Sambamurthi, B.A., B.L., as Senior Lecturer and Head of the department. The Senior Lecturer, besides carrying on research and supervising the work of the Research students was entrusted with the task of lecturing to the Diploma students on the portions relating to the Theory and History of Indian Music. Three assistants to teach Vocal Music, Veena and Violin were also appointed. The Violin and Veena assistants continued on the staff. For the post of Vocal Music Assistant Sri K. Ponniah Pillai was appointed. On the retirement of Sri Ponniah Pillai, Sri Valady Krishn Aiyar was appointed. When Sri Parur Sundaram Aiyar, the Violin Assistant retired, Sri Madurai S. Subramanya Aiyar was appointed. When Sri Valady Krishn Aiyar retired, Sri Kalidoss N. Nilakanta Aiyar was appointed Vocal Music Assistant.

The Senior Lecturer attended the sessions of the All-India Oriental Conference as a Delegate of the University from the year 1937, and contributed papers to the section on Fine Arts. He presided over the Tevaram Pan Research Conference for six years and over the first Natyakala Conference held in Madras. He led a Musical Delegation appointed by

the Government of India to participate in the South-east Asian Regional Music Conference in Manila, Philippines, in August 1955. He was a Member representing India on the International Music Council of the UNESCO, Paris, France, and Member of the Braille Music Notation Committee constituted by the Government of India for evolving a common Braille Music notation for Indian music, of the Central Advisory Board for Music constituted by the Ministry of Information and Broadcasting, Government of India and of the All-India Committee constituted by the Sangita Natak Akadami, Delhi, for evolving a common music notation for the whole of India. He has contributed a number of research papers to the various Journals and Conferences. He has participated in the various symposia pertaining to music and drama organized by the All-India Radio and the Sangit, Natak Akadami, New Delhi. He also guided the work of several research students and research Fellows. So far, 14 students have been awarded the M.Litt. Degree and one research Fellow got the Ph.D. Degree.

Department of Commerce :

The Commerce department, as a separate unit of the University, began to function only with the appointment of Sri P. D. Swaminatha Mudaliar, B.A., as the Professor of Income-tax Law and Practice and the Head of the Department with effect from 2nd June 1952. But a three-year Degree course in Commerce and a Board of Studies in Commerce existed since 1926. However, the three-year degree course in Commerce was not popular, and no college sought affiliation for it. It was at a joint meeting of the Board of Studies in Economics and Commerce held on 11th July 1942 that the proposal for providing a course in Commerce by instituting a two-year instead of a three-year degree course took shape and from 1943 affiliations for a Pass degree course in Commerce have been granted to different colleges and the first degree examination in B.Com. (Pass) was held in March 1945.

The Degree of B.Com. (Hons.) course was instituted in 1947 and the first affiliation for B.Com. (Hons.) course was granted in 1948-49. But only two colleges have been affiliated so far for this Hons. Degree course, (Loyola College and Pachaiyappa's College). The main difficulty in conducting this course was the teaching of Optional subjects, and the solution lay in holding common classes under the auspices of the University in the University buildings. The students have to attend the classes in the University only from the second year of the B.Com. (Hons.) course. The first optional subject so taught under the roof of the University was " Co-operation " and the Government of Madras was good enough to depute two Deputy Registrars exclusively for this work at their cost from the very

inception of the course in 1949. These teachers who are generally experienced administrators not only teach the subject but also give the students practical training by taking them round for a study of the different types of co-operative institutions in the City and nearby besides taking them during mid-summer and Christmas vacations to selected areas in the districts so as to enable them to gain first-hand knowledge of the working of different types of co-operative institutions in the country. Experience has shown that everywhere the students are being received warmly and afforded full opportunities of acquiring experience.

The next optional subject to be taught at the University from June 1952, was Income-tax Law and Practice. The cost of the course is borne by the University, and the teaching staff consists of one part-time Professor who is a retired Director of Inspection and Commissioner of Income-tax, two part-time Lecturers, one a senior Advocate well-versed in Income-tax Law and the other an experienced Auditor specialising in Income-tax Audit. The part-time Lecturer in Income-tax Audit is giving the students practice in this subject, while the Professor of Income-tax Law teaches Income-tax Law and the other part-time Lecturer teaches on general laws allied to Income-tax.

Since the beginning of July 1956 " Trade and Transport ", a third Optional subject for B.Com. (Hons.) students is being taught under the auspices of the University. This is in charge of a full-time Reader of the University, Sri S. Velayudham, M.A., L.T., B.Com. (Hons.) (London), who is also taking classes for the Diploma in Business Management.

At present the strength of the classes is 45 for the IV B.Com. (Hons.) and 36 for the V B.Com. (Hons.). Post-graduates are also permitted to join the B.Com. (Hons.) courses in the second year of the Honours course and appear for the B.Com. (Hons.) Degree examination. Special provision is made for students to attend these lectures on payment of special fees fixed by the University.

Department of Business Management :

By a resolution dated November 30, 1945 of the Government of India, the All-India Council for Technical Education was formed. This Council, on 22nd April 1948, resolved — " That a Joint Committee representing the All-India Board of Technical Studies be constituted for the purpose of examining the question of training in Industrial Administration and Business Management, and to prepare the scheme for organizing such training in the country ". This was the first attempt ever made in India for providing a scientific course in Industrial Administration and Business Management which is assuming an increasing importance in the present day economic development.

The aim of the scheme is to provide an opportunity for men to equip themselves for positions of responsibility in private business or in the business departments of the Government. That this aim is immensely important for the well-being of our country is perfectly obvious. The operations of business and government have become so large and complex, so broad and diverse, that an ever increasing premium is placed on men of imagination and experience. It is well known that there are many social, business and governmental problems which have not been solved. These problems are a challenge and an opportunity. The solution depends much on competent administration and management involving determination of wise policies and successful execution through human organizations with the least dislocation of these organizations.

In proper appreciation of these facts, the All India Council for Technical Studies and the All India Board for Technical studies in Management made suitable recommendations for a course in Business Management. With a gene ous offer of grant from the University Grants Commission, the Authorities of the University of Madras came forward with enthusiasm for the implementation of the scheme of starting a Diploma course in Business Management and the Department of Business Management came into existence in August 1955.

The Business Management Department of the University 's the centre of Management Study for the Southern Region. The course of study comprises an integrated treatment of the following subjects : Management Principles, Management Practice, Marketing Distribution, Trade and Transport, Economic Analysis, Economic Statistics, Finance, Higher Business Control, Personnel Management and Business Psychology.

The course is designed to be a part-time one from 5-30 p.m. to 7-30 p.m. each day for three days in a week. The course extends over a period of three years. There are two batches of ' Officer Trainees ', each one having 25 trainees, sponsored by well-known Business Firms, studying for the Diploma in Business Management. Two Reader and two part-time Lecturers comprise the staff o the Department. Sri G. V. Krishna Rao, M.A., B.L., M.B.A. (Columbia) Reader in Business Management is engaged in researches on (1) ' Managerial Techniq es ' (2) ' Survey of Personnel problems in the Indian Industry ' while Sri S. Velayutham, M.A., L.T., B.Com. Hon's (London), Reader in Commerce, works on (1) ' Finance of Indian Railways since the separation of Railway Budget ' and (2) ' Roads and Road Transport in India '.

The research projects ' Managerial Techniques ' and 'Survey of Personnel Problems ', when completed, are expected to provide the Business and

Industrial administrators a new angle of approach and clarified thought in solving the Managerial and Personnel problems of their organisations.

The development of road transport being in its infancy in India, the project ' Roads and road transport in India ' is expected to make a substantial contribution to the development of Indian highways and highway transport.

University Students' Information Bureau :

A Students' Advisory Bureau was opened in 1927 with the object of helping students of Madras University to obtain admission for higher studies in foreign countries, and particularly, in the United Kingdom as the students were then mostly interested in studies in U.K. It functioned on a part-time basis till October 1946. The part-time Secretaries were Dr. A. V. Moses (1934-37), Capt. M. Abdul Hamid (1937-40), Prof. R. N. Selvam (1940-43) and Dr. C. Achyuta Menon (1943-46). In 1946 a full-time Bureau was established with a permanent Secretary, Sri G. A. Dharmarajan, M.A. (Oxon.) for providing comprehensive information and counselling of students in the matter of their studies in India and abroad. In 1953 a survey of the opportunities of study and training in India was undertaken by the Bureau and the University published the survey in the form of ' A Guide for students '. In 1955 a brochure on opportunities for Matriculates and Intermediate students was published.

The Bureau has a reference library consisting of catalogues of Universities and Colleges in India and abroad. These are frequently consulted by students who wish to know about the facilities available for different branches of study. Besides there are guide books introducing the young to careers available in India.

Students are interviewed and problems of planning their future are discussed with them by the Secretary through the aid of the catalogues, guide books and other available information. Details of procedure for obtaining Passport, exchange permit and travel are given. Applications for courses in foreign countries are forwarded by the Bureau which helps students with data regarding the selection of courses, estimate of costs, conditions of living in other countries etc. Liaison is maintained for this purpose with High Commissions and Embassies of the various countries. The Bureau gets information on scholarships in India and abroad for the benefit of the students. The procedure and details of applying for the scholarships are furnished.

The following shows the statistics for the year 1956 :—

A

	Applications sent.	*Admissions obtained.*	*Countries.*
1.	Engineering Higher courses—16.	9	U.K., U.S.A. Germany.
2.	Medical and Surgical inclusive of auxiliary medical courses—16.	10	U.K.
3.	Sciences—Pure and Applied —13.	7	U.K., U.S.A. and Canada.
4.	Arts and Languages—5.	5	U.K., U.S.A. and Egypt.
5.	Business courses—6.	2	U.S.A. and U.K.
6.	Veterinary Science Higher courses—2.	Nil.	Denmark and U.K.
7.	Law Higher courses and Bar-at-Law—6.	6	U.K.
8.	Library Science—2.	2	U.K.
9.	Printing—1.	1	U.S.A.
10.	Cinematography—1.	1	U.S.A.
11.	Engineering Training—13.	3	U.K., U.S.A., Germany, France and Netherlands.
12.	Accounts, Administration and Management Training—6.	2	U.K. and U.S.A.
13.	Scholarships Abroad—23.	8	U.S.A. and Canada, Israel, Switzerland.

B

Visitors for enquiries and guidance	2580
Written enquiries	1067
Written replies and correspondence ...	1075

The University Students' Union :

The Madras University Students' Club was originally started with the active assistance of Lord Pentland, the Governor of Madras, to provide a Club-house intended to serve as a Central meeting place for students in George Town. At the time provision was made for all the amenities of a Club including an up-to-date Gymnasium, Shower-baths, Billiard table, Reading-room with an adequate supply of journals, indoor

games, such as ping-pong, and outdoor games like Fives Badminton and Volleyball.

Later on, it was found necessary to add residential rooms to provide accommodation to students under healthy conditions and so a new residential block was constructed.

The Governor of Madras is the Patron of the Club. The Club has a Governing Council consisting of the Director of Public Instruction and the Principals of the constituent colleges in the city of Madras. The President of the Council is appointed by the Governor of Madras.

The ultimate control of all the affairs of the Club is with the Governing Council. Subject to this, the affairs of the club are managed by a Committee of Management composed of a member of the staff of each constituent college to be nominated by the Principal of the college, (2) a nominee of the Director of Public Instruction of Madras, and (3) the Honorary Secretary of the club. The club is under the immediate control of the Honorary Secretary, who is usually a Professor in one of the colleges in the city and who is in *loco parentis* to all members of the club. There is also a resident Manager who assists the Honorary Secretary.

The buildings are the property of the Government and are situated in Pophams Broadway, the residential block contains about 50 double rooms, furnished for about 110 students. In addition to the resident members there are a few non-resident members and general members. There are 2 dining halls and kitchens set apart for vegetarians and non-vegetarians. The club has also a sick-room, with a medical officer in charge of it.

Although situated in the middle of a busy part of the city, the Club has a large quadrangle where out-door games like badminton, volleyball and tenniquoits are played and which is also used for conducting Club functions like the Annual Club Day. Owing to its proximity to the Law College, which has no hostel of its own, a large proportion of the members of the hostel are from that college.

The Club was fortunate in having a number of distinguished honorary secretaries in the past who nurtured the club in its infancy. The following have been honorary secretaries of the club since its inception :—Mr. W. C. Douglas, Sri K. P. Lakshman Rao, Sri C. K. K. Pillai, Dewan Bahadur C. Kunhi Raman, Rao Bahadur Dr. M. G. Kini, Dr. M. Subba Rao, Sri S. Govindarajulu Naidu and Prof. G. C. V. Subba Rao.

The institution celebrated its Silver Jubilee in 1950. It renders excellent service by providing all the amenities necessary for healthy student life, viz., comfortable rooms, good food, a well-equipped reading room, an up-to-date Gymnasium and indoor and out-door games.

APPENDIX I

Public Address to the Governor of Madras, 1839.

To

The Right Honourable

Lord John ELPHINSTONE, G.C.H.,

Governor of Fort St. George, etc.

MY LORD,

We, the undersigned Native Inhabitants of the Territories under the Government of Fort St. George, approach to address your Lordship in the name and behalf of our whole Native Community upon a subject which unspeakably concerns our best and dearest Interests.

We have learnt with feelings which this address can but weakly display, that your Lordship in Council contemplates some effective and liberal measures for the establishment of an improved system of National Education in this Presidency. It is our hope that these, the united sentiments of all classes which such an announcement has instantly called forth, will at least prove to your Lordship the gratitude of a whole people.

We have had occasion to learn the inestimable advantages of Education. The natural effects of useful knowledge are fully open to our comprehension. We see in the intellectual advancement of the people the true foundation of a Nation's prosperity.

My Lord, we are *the people* of this Country—inheriting this land for thousands of generations. From our industry its wealth is supplied. By our arms it is defended from foreign foes. By our loyal obedience to the established Government its peace and safety is maintained. If the diffusion of Education be among the highest benefits and duties of a Government (to the conviction of which we have been led) we the people petition for our share. We ask advancement through those means which we believe will best enable us, in common with our other fellow subjects, to promote the general interests of our native land. We ask it only in proportion to our long-proved attachment to the British Government and to its enlightened institutions.

My Lord, we look around and see what has been done, and is being, done in other parts of the Indian empire, for the mental improvement of the Natives—and we turn to contemplate our own condition. We descend from the oldest Native subjects of the British Power in India ; but we are the last who have been considered in the Political endowment devoted to this

liberal object. To the voluntary labour of personal friends, and to the charitable contribution of the kindly disposed, has been hitherto confided almost the whole task of ameliorating the intellectual progress of the many millions of our population.

The benevolent intentions of the Court of Directors (often recorded) towards us we have learnt, and we acknowledge. But where can their effects be traced ? Where are the Natives whose minds have been enlightened through the only means by which advancement in political station and in the higher walks of life is to be gained ? Where, amongst us, are the Collegiate Institutions which, founded for these generous objects, adorn the two Sister Presidencies. Such institutions have shed a light over those Presidencies, and rendered illustrious the names of the Founders among a grateful Community—who tell of their benefactions, and point at their statues. We have had no such benefactors to commemorate. We cannot share in their just pride.

If the generous dispositions of the Court of Directors have been heretofore thwarted by considerations connected with our attachment to the religion of our Fathers, or by those connected with the present depressed condition of the Native Community of this Presidency generally, we entreat with earnest warmth that your Lordship and your Government will no longer allow these considerations to defeat our present hopes. It may be true, that any scheme of National Education, founded on a real design, whether avowed or not, of interfering with the religious faith or sentiments of the people, may prove abortive through our common aversion or opposition to such designs. It may also be true, that the superior classes, and probably the bulk of the people at large, would be indifferent to any such plan, in which no Natives whatever of any quality, should be considered entitled to any co-operation or share. But we encourage a confidence that your Lordship will believe that for Government to act longer on these principles would be unjust.

We, my Lord, who can sensibly feel the infinite benefits which attend the diffusion of useful knowledge, anxiously look that the rising generation may attain instruction in European Literature, Science and Philosophy, as well as in our Native learning and languages ; and that they may study the liberal arts of life, and the laws of their Country. We believe that they will thereby raise themselves in every relation, both Civil and Social, and we believe that they will at the same time advance the prosperity of this Country, and the attachment of the people to the British Government. But we can never be persuaded that no instruction whatever for these objects can be imparted, except through an interference with our religion. We pray that your Lordship will not impose as a condition for any measure of National Education that the people should act as if they renounced the

religious faith in which they have been brought up. It is no toleration of the religion of a people to visit it with the pains of ignorance.

My Lord, we pray, too that we, the Native people, should have some voice and share in the great measure you contemplate : that you will not disdain their co-operation, without which that measure can have no life. We seek not Education which depends on charity. We shall take a pride in contributing according to our means to so noble a work. We look to the mental improvement of the upper classes of the Native Community, who have the leisure and means to pursue the higher branches of study ; and from them, it may be most reasonably hoped, that the blessings of knowledge will be gradually spread abroad amongst the inferior classes of our native fellow subjects.

The people of this Presidency are not without their claims on the promoters of the cause of Native Education throughout Europe, and especially on those of the English Nation. The Madras Native System of Education have given its name to a method of instruction which, we are told, has contributed to benefit mankind. It will not accord with the justice of a civilized nation to be reminded of this in vain.

We, my Lord, approach as humble suitors, praying that your generous intentions towards us may not be put aside, or fail of effect. But your Lordship will not be unmindful that on the vcice and love of the Native people must depend the greatest glory of your Government. The achievements of the English Nation in India though we can contemplate with admiration—yet we cannot regard them with the feelings of Englishmen. We trust it may appear a higher glory to accomplish the intellectual advancement of a country than to subdue it by arms.

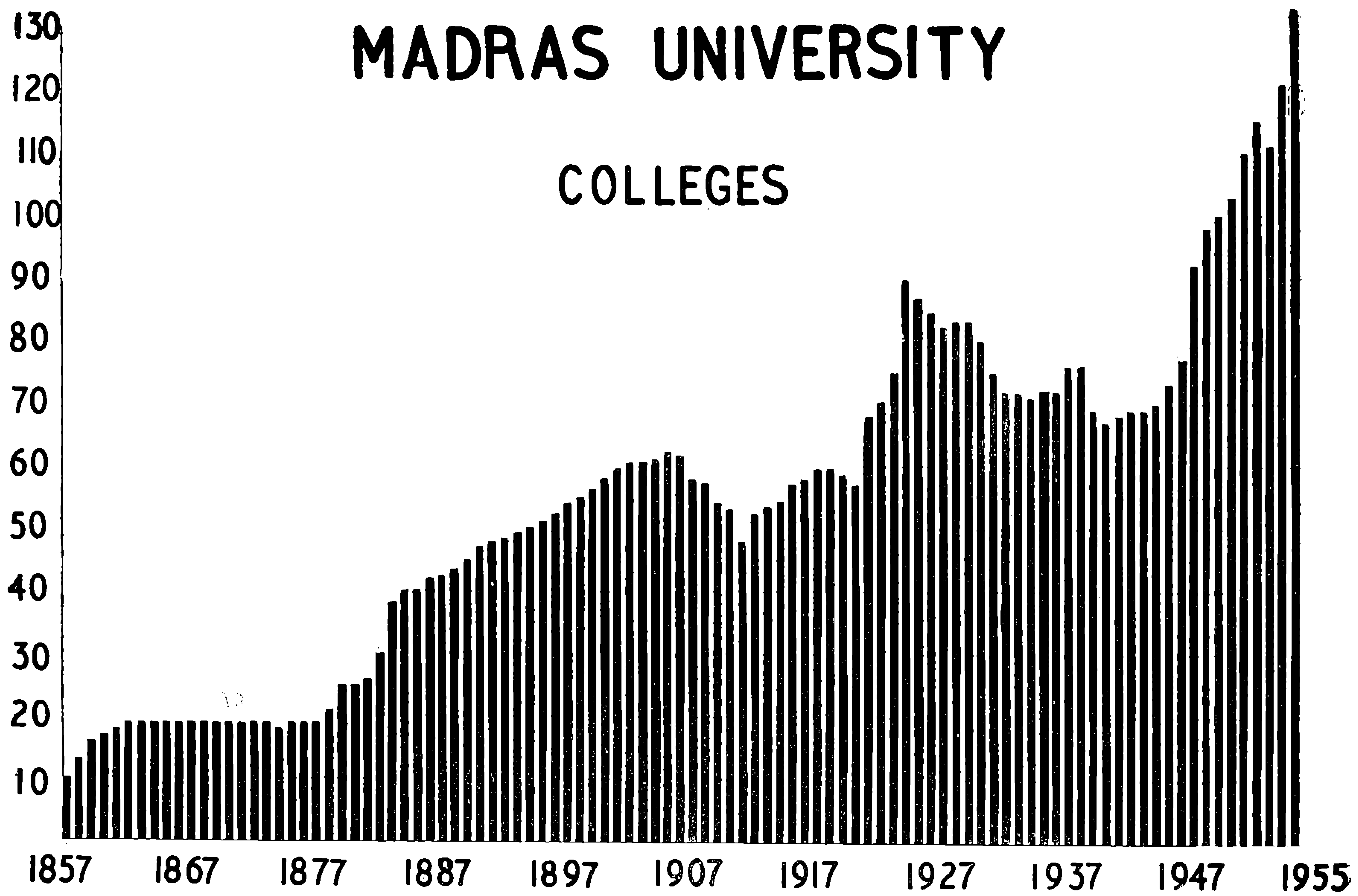
That you, my Lord, may emulate the labours of illustrious men in the other Presidencies, and attain, by measures such as you now propose, the fame which is most permanent, because best founded—namely, that which arises from the united sense of a benefited, an intelligent, and a grateful people, is the hope and prayer of the intelligent, and a grateful people, is the hope and prayer of the undersigned subscribers to this Address.

(Signed by nearly 70,000 Native Inhabitants of the Madras Presidency).

APPENDIX II

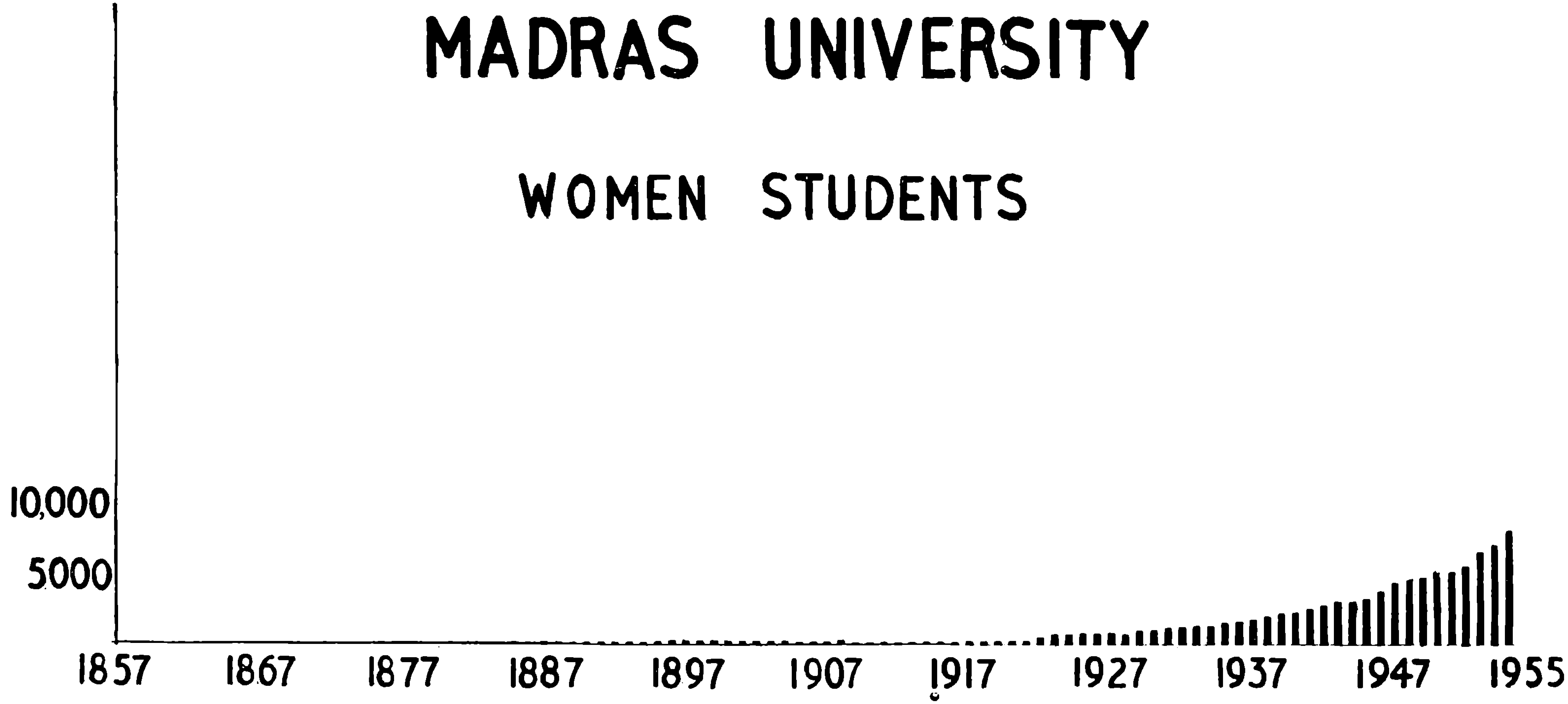
PROGRESS BETWEEN 1882 AND 1904.

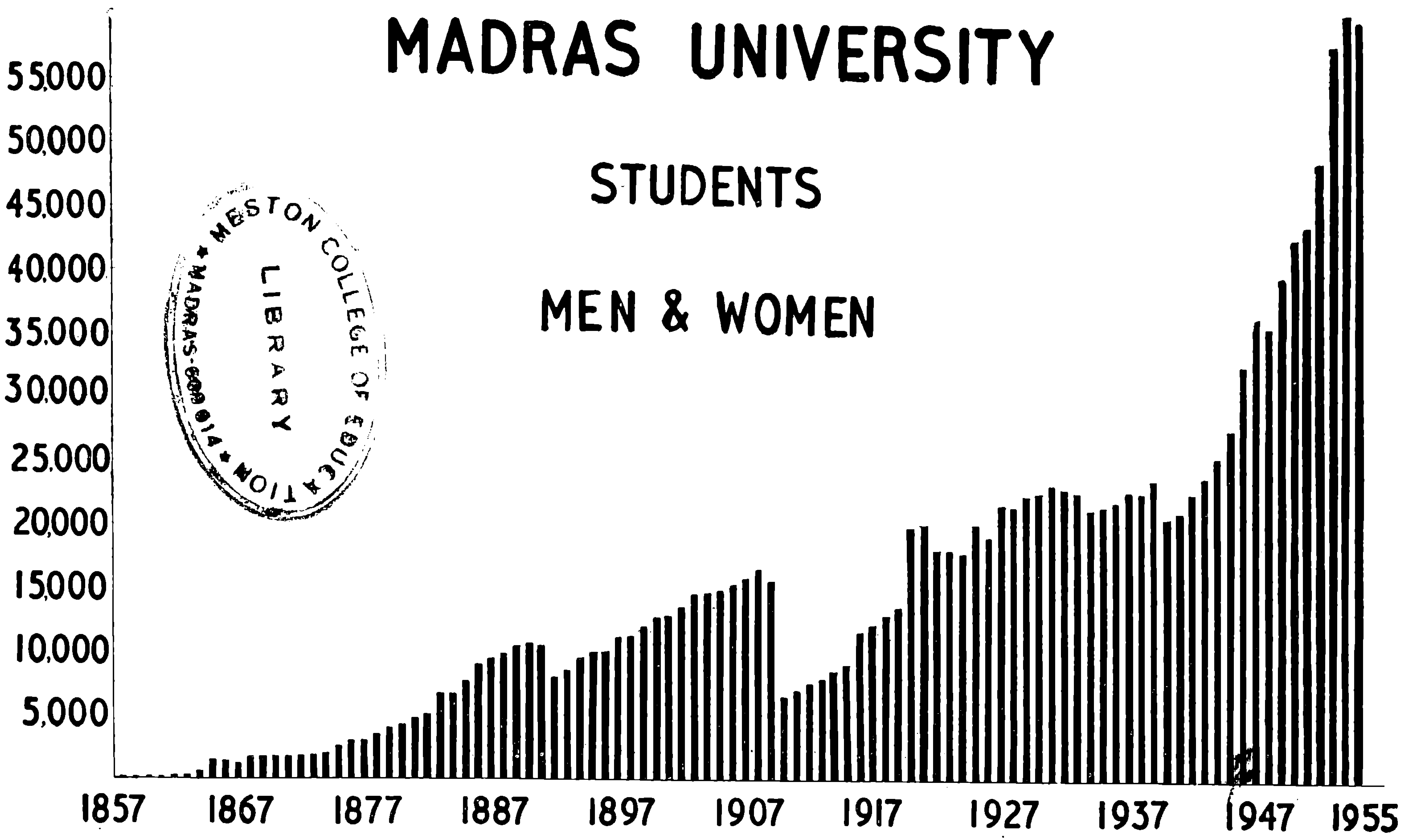
1882-83		1904-05	
Name of Examination.	*Pupils registered.*	*Name of Examination.*	*Pupils registered.*
Matriculation	4,686	Matriculation	8,953
F.A.	797	F.A.	2,465
B.A.	227	B.A.	2,650
M.A.	7	M.A.	43
		F.L.	404
B.L.	68	B.L.	474
M.L. ...	...	M.L. ...	13
First L.M.S.	6	First L.M.S.	26
Second L.M.S.	9	Second L.M.S.	20
		Final L.M.S.	16
Preliminary Scientific Examination...	8	...	...
First M.B. & C.M.	5	First M.B. & C.M.	45
		Second M.B. & C.M.	22
		Third M.B. & C.M.	30
		Final M.B. & C.M.	13
M.D.	1	M.D.	1
		F.E.	26
		B.E.	6
B.C.E. ...	2	L.T.	99
Total ...	5,816	Total ...	15,306


MADRAS UNIVERSITY
COLLEGES
130
120
110
100
90
80
70
60
50
40
30
20
10
1857
1867
1877
1887
1897
1907
1917
1927
1937
1947
1955

MADRAS UNIVERSITY

WOMEN STUDENTS





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